High School
Social Studies
Needs Assessment Report

September 2002

Alberta
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High School Social Studies Needs Assessment Report

September 2002

ALBERTA LEARNING CATALOGUING IN PUBLICATION DATA

Alberta. Alberta Learning. Curriculum Branch.
High school social studies needs assessment report.

ISBN 0-7785-2542-2

1. Social studies - Study and teaching (Secondary) - Alberta. I. Title.

H69.A333 2002 300.7

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SECTION ONE:
EXECUTIVE SUMMARY

In the fall of 2001, Alberta Learning embarked on the development of a new provincial high school social studies program by conducting a province-wide needs assessment survey. The purpose of this process was to gather data, input and suggestions to guide curriculum developers in the development of the new social studies program for grades 10–12.

A needs assessment questionnaire was the primary tool for gathering qualitative and quantitative data from educational partners and stakeholders. During the needs assessment process, respondents submitted 1526 questionnaires via consultation sessions, mail, fax and the Internet.

Recommendations from teachers, students and other respondents are analyzed separately in this report. Feedback from Aboriginal and Francophone respondents is included in the overall results. Differences between the Aboriginal responses and the overall responses are highlighted. Differing Francophone responses are analyzed in the same way as the Aboriginal responses.

Areas of Concern about the Existing High School Social Studies Program

The following summarizes areas of concern surrounding the existing high school social studies program, as identified by questionnaire respondents and consultation participants.

A. Program Content

- Curricular content needs to be updated after more than 20 years without a major overhaul to Alberta's social studies program.
- European and North American examples/case studies are overemphasized in the existing curriculum; too few examples are drawn from other parts of the world.
- Issues and perspectives of Aboriginal peoples are not adequately represented in the existing curriculum.
- The current program does not allow for the development of a genuine understanding of Canada's Francophone realities.

B. Program Rationale

- The rationale for what is being studied is not always adequately explained in the existing high school program.

C. Curriculum Overlap

- There is too much unnecessary repetition of subject matter from grade to grade within the high school social studies program.
- Content already covered in social studies in junior high school is unnecessarily repeated at the high school level.
- There is unjustified overlap between the high school social studies program and other high school programs; in particular, the social studies program needlessly repeats material covered in Science, Technology and Society (STS) components of the science programs.

D. Quantity of Curricular Content

- There is too much content for teachers and students to cover in the grades 10–12 social studies curriculum.

- The breadth of content results in superficial understanding of social studies topics and issues.
- The curriculum does not allow enough time for engaging activities and active learning.
- The curriculum does not allow enough time for the study of current events; in practice, teachers and students get bogged down in prescribed content and do not have time left for the 20% elective component of the high school curriculum.
- Curriculum creep—the expansion of the curriculum over time due to content inserts through program revisions—is making the two Grade 12 social studies courses (Social Studies 30 and 33) unmanageable for students and teachers; over the years, content additions have been made to the programs without proportional deletions.
- The Grade 12 social studies diploma examinations have exacerbated the problem of curriculum creep by prompting teachers to cover additional content; teachers perceive the need to teach new events and concepts that appear on diploma examinations, even when such items appear only as distractors in multiple choice questions.

E. Skills and Processes

- Skill development suffers due to the program's emphasis on knowledge objectives.
- The segregation of skill objectives at the back of the existing social studies program of studies does not facilitate the teaching and learning of social studies skills.

Input and Suggestions for the New High School Social Studies Program

The following is a summary of general advice and input provided by questionnaire respondents and consultation participants for the development of the new social studies program for grades 10–12.

A. Breadth of Coverage

- The new high school social studies program should have fewer topics of study than the existing program.
- The limited breadth of the new curriculum should be preserved over time. Alberta Learning should avoid expanding the number of knowledge outcomes by adding outcomes without removing others.
- Alberta Learning should ensure that the problem of curriculum creep—the de facto expansion of the curriculum over time due to real or perceived content inserts—does not re-emerge in the new Grade 12 social studies courses as a result of diploma examinations; diploma examinations should be carefully managed to limit the breadth of the curriculum and to preserve its integrity over time.
- The new social studies program should provide curricular space for the study of current events that are related to curricular outcomes.

B. Depth of Coverage

- Social studies topics and issues should be explored in more depth in the new program than in the existing program.
- The purpose of in-depth coverage should be the development of higher-order skills and depth of understanding, not the mastery of trivia.

C. Program Focus

- The exploration of issues should be emphasized in the new social studies program; students should explore diverse perspectives on issues; furthermore, they should formulate, discuss and defend their own informed positions on issues.

- A clear rationale for what is studied should be provided in the new curriculum. Comprehensive and concise rationales should be provided for the new high school program, for each course and for each unit of study within a course.
- The new high school program should be organized into thematic units; understanding of chronological development, however, should still be fostered within units and within each course.
- Each course should explore a central, unifying theme and several sub-themes; the overarching theme should be a significant, relevant and multifaceted theme that can sustain student interest throughout a course.
- Each of the three overarching course themes in the grades 10–12 program should be distinctive; all three themes, however, should be inter-related.
- The new program should examine highly-rated themes such as Democracy, Nationalism, Globalization, World War I and World War II, and Canadian History/Canadian Studies.
- The new high school program should be more interdisciplinary; concepts and methods of the disciplines that comprise social studies should be embedded in the curriculum.
- When examining history, the new social studies program should concentrate on historical developments that help students understand today's world and emerging issues.

D. Program Content

- The new high school social studies program should emphasize world history and global issues.
- In the new program, illustrative examples from Africa, Asia, the Middle East, Central America, South America and other regions of the globe should be included alongside examples from North America and Europe.
- No course in the high school program should focus exclusively on Canada; instead, Canadian case studies should be included in studies of global forces and issues throughout the high school program; each course should contain at least one unit that examines the Canadian dimension of a global trend or issue.
- Canadian case studies should include a thorough look at Francophone presence, influence and contributions on a countrywide scale.
- Aboriginal topics and issues, such as treaty rights, land claims, self-determination and globalization's impact on Aboriginal peoples, should also be examined in the new program. The new curriculum should foster appreciation for the contributions of Aboriginal peoples to the development of Canada.
- The new high school social studies program should avoid topics covered in previous social studies courses or in other subject areas; needless repetition should be avoided.

E. Skill Development

- The new high school program should be conceived as a multi-year sequential program in which a concerted effort is made to develop skills at successive levels.
- Curriculum developers should avoid developing low-level (content-centred/comprehension) outcomes; high-level outcomes involving higher-order competencies, such as critical thinking and judgement, should predominate in the new curriculum.
- The new high school program should emphasize skill development more than content coverage. Curricular space should be provided for the fostering of critical thinking, creative thinking, social participation and inquiry skills.
- Through the use of primary and secondary source materials, students should learn how to critically evaluate interpretations of history and current events.

F. Two Course Sequences

- The new social studies program should be offered in two course sequences for students of differing ability levels; both sequences should examine the same subject matter but should employ differing skill expectations and differing standards for assessment; specialized resources, with appropriate readability levels, should be developed for each course sequence.

- Attitude outcomes in both course sequences should be identical; both routes should prepare students to be active, responsible and discerning citizens.
- Plans for a common Grade 10 social studies program should be reconsidered; equivalents of Social Studies 10 and Social Studies 13 should continue to be offered at the Grade 10 level.

G. Learning and Teaching Resources

- Learning and teaching resources should include diverse perspectives on issues; basic learning resources should contain excerpts from primary and secondary sources.
- Ample resources should be allocated for implementation of the curriculum; substantial implementation guides should be provided for each of the six high school courses; basic and support resources should be available in both English and French.

H. Stakeholder Participation

- Each stage of curriculum development should continue to involve key stakeholder groups; e.g., high school teachers, high school students, post-secondary educators, parents/guardians, Aboriginals, Francophones.

SECTION TWO:
FOUNDATIONAL ELEMENTS OF THE NEW PROGRAM

Alberta Learning developed the foundational elements of a new provincial social studies curriculum through its participation in the Western Canada Protocol Social Studies Project. The elements include:

- a vision for the new K–12 social studies program
- a definition of social studies
- an emphasis on the core concepts of citizenship and identity
- six program strands
- a diverse perspectives approach to social studies topics and issues
- inclusion of Aboriginal and Francophone perspectives
- the development of an outcomes-based K–12 social studies curriculum.

The foundational elements are outlined in Appendix 1 of this report. Alberta Learning's educational partners and stakeholders expressed support for them during the province-wide consultations on the *Western Canadian Protocol Common Curriculum Framework for Social Studies* in the spring of 2001. As a result, it was decided to proceed with the development of Alberta's new K–12 social studies program on these bases.

Alberta's commitment to the foundational elements endures, despite the June 2001 decision by WCP jurisdictions to forego development of a common curriculum framework for high school. Alberta withdrew from the grades 10–12 component of the WCP Social Studies Project due to the differing needs among the WCP jurisdictions for hours of instruction, graduation requirements and program standards. In the end, the WCP Social Studies Project did not generate any content themes or specific learning outcomes for high school social studies.

SECTION THREE:
OVERVIEW OF THE NEEDS ASSESSMENT PROCESS

In the fall of 2001, Alberta Learning embarked on the development of a new provincial high school social studies program by conducting a province-wide needs assessment survey. The purpose of this process was to gather data and recommendations that would guide curriculum developers in their writing of the first draft of the new 10–12 social studies program.

Needs assessment is an integral part of curriculum planning. During the needs assessment process, curriculum consultants generally ask stakeholders—teachers, students, post-secondary educators, parents, etc.,—four basic questions about the program:

- What's working?
- What concerns need to be addressed?
- What needs to be changed?
- What strategies should be used in the new program?

The responses to these questions, as well as to other related questions, provide directions for curriculum development. Needs assessment helps define the priorities of the program, the goals of the curriculum, the gaps that exist in the current program and the features of the new curriculum.

The Needs Assessment Questionnaire and Needs Assessment Consultations

In September 2001, Alberta Learning developed a needs assessment questionnaire as the primary means of gathering qualitative and quantitative data from educational partners and stakeholders. The English-language version of the questionnaire is found in Appendix 2. The French-language version of the questionnaire constitutes Appendix 3. Alberta Learning adapted the English-language questionnaire for use in Aboriginal schools and communities; the modified questionnaire comprises Appendix 4 of this report.

Alberta Learning distributed the high school social studies questionnaire in several ways. In the fall of 2001, the Curriculum Branch mailed copies of the questionnaire to all school divisions and high schools in the province. The questionnaire was also distributed as an insert in the November issue of the *ATA Social Studies Bulletin.* An online version of the English-language questionnaire was posted on Alberta Learning's Social Studies Web site. The French translation was posted on Alberta Learning's *Études sociales* Web site.

The French-language version of the questionnaire was intended for teachers, students and other stakeholders involved in two distinct educational settings—Francophone schools and French Immersion programs. A copy of the questionnaire was sent to all Francophone schools in the province that offer a 10–12 program. Teachers in charge of Division IV social studies in these schools were invited to complete the questionnaire, and were also encouraged to pass it on to their Social Studies 30 students.

The French-language version of the questionnaire was a direct translation of the original English-language document. The French-language consultation process surveyed individuals involved in Francophone education and French Immersion programs. French Immersion programs are designed for English-speaking students who wish to learn French as a second language. Francophone programs operate under Section 23 of the *Canadian Charter of Rights and Freedoms.* The social studies program is an integral component of Francophone education in Alberta. It was, therefore, essential for Alberta Learning to conduct an analysis of the needs of Francophone partners and stakeholders.

The questionnaire was modified to meet the needs of Aboriginal partners, clients and stakeholders who participated in on-site consultation sessions. The adapted questionnaire allowed Aboriginal respondents to provide more meaningful comments and suggestions about the social studies program.

Copies of the questionnaire were also distributed at consultation sessions throughout Alberta during October 2001–January 2002 period. Members of Alberta Learning's Social Studies Project Team gathered input from hundreds of high school teachers and students during province-wide consultation sessions at rural and urban high schools. Other educational partners and stakeholders—including post-secondary students and professors—identified needs at other consultation forums. The Social Studies Program Manager from French Language Services Branch surveyed Francophone and French Immersion stakeholders. The Curriculum Branch's Social Studies Manager for Aboriginal Content conducted consultation sessions with Aboriginal stakeholders. Members of the Social Studies K–12 Advisory Committee and K–12 Teacher Review and Development Committee also offered guidance and recommendations.

During the needs assessment process, respondents submitted 1526 questionnaires via consultation sessions, mail, fax and the Internet. A list of participating high schools, school divisions, institutions and associations comprises Appendix 5 of this report.

Analysis of Qualitative and Quantitative Data

In the main body of this report, recommendations from teachers, students and other respondents are analyzed separately. Feedback from Aboriginal and Francophone stakeholders is also included. The report highlights any area in which the Aboriginal or Francophone response differs from the overall response.

The concluding sections of the report summarize the general recommendations made by various stakeholder groups, including teachers, students and parents. Results from consultation sessions with Aboriginal, Francophone and post-secondary stakeholders are also outlined.

Representative samples of respondents' written comments are provided in Appendices 6 through 16 to contextualize the dominant trends in the quantitative data and to illuminate the reasons behind respondents' recommendations.

In the appendices, each comment from a teacher, student or stakeholder is preceded by the number assigned to that respondent's questionnaire in the needs assessment database.

Limitations of the Needs Assessment Process

Although the needs assessment process generated 1526 questionnaire submissions, it was limited by several factors, including time restrictions, budgetary constraints and finite human resources.

Some school jurisdictions and stakeholder groups chose not to participate in the curriculum development process during the initial stage. Conflicting commitments prevented other groups from participating. A limited number of consultation slots also precluded some willing jurisdictions and groups from participating in consultations.

In order for Alberta Learning to provide Francophone stakeholders with a high-quality translation of the questionnaire, the consultation timelines were extended.

Timeline extensions also ensued from the need to adapt the questionnaire for Aboriginal consultations.

Individual consultation sessions lasted anywhere from 1 to 3 hours. The average length was approximately 75 minutes. Unfortunately, in large forums, not every individual had the chance to make recommendations or ask questions.

Approximately 1600 persons participated in consultation forums. Some participants voiced concerns in consultation forums but did not complete questionnaires. Others submitted only partly-completed questionnaires.

The online version of the questionnaire made the survey instrument more accessible to Albertans with computers, Internet access and awareness of Alberta Learning's social studies Web site. However, the general population of Alberta may have remained unaware of both the process and the online questionnaire.

Ultimately, most of the 1526 questionnaires came from teachers and students who participated in consultation sessions conducted by members of Alberta Learning's Social Studies Project Team. Table 1 categorizes survey respondents.

Table 1: Classification of Respondents

Respondent Group	Number of Questionnaires Submitted
Senior high social studies teachers—includes department heads, consultants, Francophone teachers and Aboriginal teachers	374
Senior high social studies students—includes students in both course sequences, Aboriginal students, Francophone students, and students enrolled in Advanced Placement, International Baccalaureate and French Immersion programs	1020
College/university students—includes social studies student teachers in secondary education programs	34
Parents/guardians	14
Post-secondary educators	11
School administrators	8
School board officials	3
Representatives of Aboriginal associations	3
Government representatives	3
Alberta Teachers' Association representatives	2
Representative of a Francophone association	1
Member of a nongovernmental organization	1
Others; e.g., interested citizens, Native liaison officers, etc.	52
Total Number of Respondents	**1526**

The questionnaire had limitations as a survey instrument. Some respondents felt constrained by the scaled response sections of the questionnaire. Others felt that the questionnaire avoided some pertinent curricular issues and limited the type of feedback they wished to provide to Alberta Learning.

Some features of the questionnaire, such as the comment boxes provided alongside the scaled response section and open-ended questions like items 45 and 49, may have allayed some discomfort with the instrument. Through these items, respondents did have the opportunity to qualify their scaled responses with written comments and to express freely any concern or recommendation in writing.

SECTION FOUR:
SUMMARY OF SCALED-RESPONSE DATA AND RECOMMENDATIONS (QUESTIONNAIRE ITEMS 1–20)

The first twenty items of the Senior High Social Studies Questionnaire invited respondents to register their level of support for 20 proposals for curriculum development. These proposals are listed below:

1. The new Social Studies program should have fewer curricular topics than the existing program to allow for more in-depth study of each topic.
2. The new 10–12 Social Studies program should be organized to provide for multi-year, sequential study—not "stand-alone" courses; i.e., each course should provide knowledge, skills and understandings that are a necessary foundation for success in the next course.
3. Content in the new 10–12 Social Studies curriculum should be organized into thematic units; e.g., "Democracy" or "Nationalism."
4. Each Social Studies course should have one clear unifying theme.
5. The new 10–12 Social Studies curriculum should be issues-centred (i.e., it should examine important questions on which public opinion is very divided).
6. The new 10–12 Social Studies program should focus mainly on Canadian history and Canadian issues.
7. The new 10–12 Social Studies program should focus mainly on world history and global issues.
8. Relevant Canadian examples (case studies) should be included in the study of global issues.
9. Social studies should stress the learning of skills (e.g., research skills, reasoning skills, critical-thinking skills, problem-solving skills) more than the learning of factual content.
10. When it examines history, the new Social Studies program should concentrate on historical developments that help students understand today's world and emerging issues.
11. The new Social Studies program should provide opportunities for the study of current events that are related to curricular outcomes.
12. The new Social Studies program should omit topics that are examined in other high school courses (e.g., environmental education, which is covered in senior high science courses) to allow for more in-depth study of other topics.
13. Students should use both primary and secondary sources to explore historical events and contemporary issues.
14. The new Social Studies program should develop higher-order thinking skills; e.g., critical-thinking, analysis, reasoning, problem-solving, synthesis and evaluation skills.
15. The new Social Studies program should foster creativity; e.g., imagination, resourcefulness, ingenuity, innovation and adaptability.
16. Emphasis should be placed on the development of social participation skills (e.g., teamwork skills, communication skills, conflict resolution skills) in the new Social Studies program.
17. Students should understand why historical events have been interpreted in different ways.
18. Students should learn how to critically evaluate interpretations of history and current events.
19. Students should develop inquiry skills; i.e., they should be able to research topics and issues, evaluate evidence, reach appropriate conclusions and argue for a point of view.
20. Students should be able to comprehend and apply the vocabulary, concepts and methods of the disciplines that constitute social studies; e.g., history, political science, economics, geography, law, anthropology, sociology, psychology.

Each of the proposals represents a direction recommended to Alberta Learning in recent years via consultation feedback, teacher surveys, letters, committee work, media items, focus groups or research reviews. It was hoped that response data on the selected proposals would provide curriculum writers with guidance for developing the first draft of the new 10–12 social studies program.

On the questionnaire, respondents were invited to qualify their scaled responses with written comments wherever deemed appropriate. In the following section, statistics are provided for teacher, student and stakeholder responses.

Table 2: Respondent Groups Used for Statistical Analysis

RespondentGroup	Number of Respondents
Teacher Respondents	374
Student Respondents	1020
Other Respondents	132
Total Number of Respondents	**1526**

High school social studies educators provided the teacher responses. This feedback came mainly from instructors working in senior high classrooms. In this report, responses from social studies department heads and social studies consultants are tabulated and analyzed as teacher responses.

High school social studies pupils—mainly Grade 12 students—generated the student responses. Sessions were held for students in both the 13–23–33 and 10–20–30 course sequences. Students enrolled in French Immersion, Academic Challenge (AC) Advanced Placement (AP) and International Baccalaureate (IB) social studies programs also submitted questionnaires.

The "Other Respondents" category includes responses from stakeholders other than high school social studies educators and high school social studies students—parents, post-secondary educators, university students, school board officials, representatives of various organizations and interested citizens.

In this report, the overall data includes input from Aboriginal and Francophone respondents. However, responses from each of these two groups are also examined separately. Significant differences between the response of either group and the overall response are identified.

1. The new Social Studies program should have fewer curricular topics than the existing program to allow for more in-depth study of each topic.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Number of Teacher Respondents	11	52	49	160	89
Percentage of Teacher Respondents	3%	14.4%	13.6%	44%	25%
Number of Student Respondents	39	167	172	412	223
Percentage of Student Respondents	4%	16%	17%	41%	22%
Number of Other Respondents	2	13	15	47	33
Percentage of Other Respondents	1.8%	11.8%	13.7%	42.7%	30%

Analysis of Responses to Item 1

Item 1 invited respondents to react to the following proposal: "The new Social Studies program should have fewer curricular topics than the existing program to allow for more in-depth study of each topic."

69% of teacher respondents agreed or strongly agreed with the above proposal. 17.4% of teacher respondents disagreed or strongly disagreed with the above proposal. 13.6% of teacher respondents were neutral toward the above proposal.

63% of student respondents agreed or strongly agreed with the above proposal. 20% of student respondents disagreed or strongly disagreed with the above proposal. 17% of student respondents were neutral toward the above proposal.

72.7% of other respondents agreed or strongly agreed with the above proposal. 13.6% of other respondents disagreed or strongly disagreed with the above proposal. 13.7% of student respondents were neutral toward the above proposal.

Issues related to this item became the central focus of consultation sessions during the needs assessment process. A majority of all respondents indicated that the high school curriculum has too much breadth of coverage. They noted that this resulted in a superficial examination of topics and issues at the expense of skill development and depth of understanding. Both teachers and students indicated that the Grade 12 social studies programs, in particular, had become unmanageable. Both groups felt that active learning—through classroom activities such as discussions, debates and simulations—had suffered in the race to cover prescribed subject matter. Other respondents concurred with these judgements.

It must be emphasized that respondents made it very clear that more in-depth coverage should promote depth of understanding and skill development, not mastery of trivia. Nobody wanted to replace an overly broad content-driven program with a more in-depth content-driven program.

Grade 12 teachers also identified curriculum creep—the expansion of the curriculum over time due to the addition of new content objectives—as a major concern. In Grade 12 social studies, many new items have been inserted into the curriculum over the past 25 years, including such complex topics as the 1989 revolutions in eastern Europe, the fall of the USSR, the Gulf War and the 1990s Balkan conflicts. In the opinion of many teachers, the curriculum was too content-heavy even before such additions. In practice, the existing curriculum expands each year to keep pace with the march of history. Teachers and students recommended that the new curriculum avoid this problem by examining fewer topics and allowing for more depth of coverage than the current program. To preclude curriculum creep, some teachers suggested that a chronologically based curricular model should be abandoned or that a chronologically organized course, such as Social Studies 30 or 33, should have a definite cutoff date; i.e., fixed chronological end point.

Teachers recognized that de facto curriculum creep occurs even if additional content demands are perceived rather than real. In practice, the mere mention of a new concept, term or event as a "distractor" on a multiple-choice diploma examination question means that many teachers feel obligated to teach that concept, term or event. At consultation sessions, teachers strongly recommended that the Curriculum Branch work closely with the Learner Assessment Branch to preserve the integrity and brevity of the new 10–12 social studies curriculum through careful management of the diploma examinations.

For representative comments on Item 1 from teachers, students and other respondents, please see Appendix 6 of this report.

2. The new 10–12 Social Studies program should be organized to provide for multi-year, sequential study—not "stand-alone" courses; i.e., each course should provide knowledge, skills and understandings that are a necessary foundation for success in the next course.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Number of Teacher Respondents	9	46	61	165	84
Percentage of Teacher Respondents	2.5%	12.6%	16.7%	45.2%	23%
Number of Student Respondents	35	105	206	454	205
Percentage of Student Respondents	3.5%	10.5%	20.5%	45%	20.5%
Number of Other Respondents	3	6	11	60	36
Percentage of Other Respondents	2.5%	5%	9.5%	52%	31%

Analysis of Responses to Item 2

Item 2 invited respondents to react to the following proposal: "The new 10–12 Social Studies program should be organized to provide for multi-year, sequential study—not "stand-alone" courses; i.e., each course should provide knowledge, skills and understandings that are a necessary foundation for success in the next course."

68.2% of teacher respondents agreed or strongly agreed with the above proposal. 15.1% of teacher respondents disagreed or strongly disagreed with the above proposal. 16.7% of teacher respondents were neutral toward the above proposal.

65.5% of student respondents agreed or strongly agreed with the above proposal. 14% of student respondents disagreed or strongly disagreed with the above proposal. 20.5% of student respondents were neutral toward the above proposal.

83% of other respondents agreed or strongly agreed with the above proposal. 7.5% of other respondents disagreed or strongly disagreed with the above proposal. 9.5% of other respondents were neutral toward the above proposal.

A large majority of all respondents supported the development of a more integrated high school program. Many respondents indicated that the links between courses were tenuous and that students often could not see the connections between old and new learning. Some observed that student achievement might improve if students felt that what was being learned was essential for success at the next level of the program. Some students stated that they do not currently see the need to recall information beyond the examination date.

Many teachers and students complained that there is needless repetition of content matter within the existing 10–12 social studies program. For example, respondents suggested that, rather than studying World War I in each year of the high school program, learning outcomes about the war should be consolidated in one particular place. Other topics recommended for consolidation include Human Rights, Canada's Political System, Nationalism, National Sovereignty and Self-determination, World War II, the Cold War, the United Nations, Foreign Policy, Free Trade and Ideologies.

One final observation was that skill development in the existing curriculum is somewhat haphazard. Respondents recommended that the new program should make a more concerted effort to develop skills at successive levels.

For representative comments on Item 2 from teachers, students and other respondents, please see Appendix 6 of this report.

3. Content in the new 10–12 Social Studies curriculum should be organized into thematic units; e.g., "Democracy" or "Nationalism."	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Number of Teacher Respondents	9	35	70	180	69
Percentage of Teacher Respondents	2.7%	9.5%	19.3%	49.5%	19%
Number of Student Respondents	44	152	303	417	95
Percentage of Student Respondents	4.4%	15%	30%	41.2%	9.4%
Number of Other Respondents	4	14	43	43	11
Percentage of Other Respondents	3.5%	12.2%	37.4%	37.4%	9.5%

Analysis of Responses to Item 3

Item 3 invited respondents to react to the following proposal: "Content in the new 10–12 Social Studies curriculum should be organized into thematic units; e.g., 'Democracy' or 'Nationalism'."

68.5% of teacher respondents agreed or strongly agreed with the above proposal. 12.2% of teacher respondents disagreed or strongly disagreed with the above proposal. 19.3% of teacher respondents were neutral toward the above proposal.

50.6% of student respondents agreed or strongly agreed with the above proposal. 19.4% of student respondents disagreed or strongly disagreed with the above proposal. 30% of student respondents were neutral toward the above proposal.

46.9% of other respondents agreed or strongly agreed with the above proposal. 15.7% of other respondents disagreed or strongly disagreed with the above proposal. 37.4% of other respondents were neutral toward the above proposal.

More than two-thirds of high school teachers supported the development of a thematically structured social studies program. Students were somewhat less enthusiastic about this approach, but a majority of them still favoured it.

Respondents and consultation participants recognized that the existing 10–12 program is thematically structured, but lodged two major complaints about this structure. Firstly, they criticized some of the existing themes as being too broad, particularly unit themes based on chronological time periods. Secondly, they complained that thematic unity is not always maintained. For example, teachers maintained that the Sovereignty theme of Social Studies 10 encompassed many topics or events that were difficult to relate directly to this theme.

At consultation sessions, participating teachers identified several advantages of a thematic curricular model. For example, some suggested that thematic boundaries would reduce the risk of curriculum creep—an inherent problem in a chronologically structured curriculum, such as Social Studies 30 Part B, which does not have a fixed end point. Other respondents believed that a thematic organization also provided greater opportunities for in-depth study and intensive skill development. Finally, many respondents recognized that it is still possible to develop chronological understanding within a thematic unit.

For representative comments on Item 3 from teachers, students and other respondents, please see Appendix 6 of this report.

4. Each Social Studies course should have one clear unifying theme.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Number of Teacher Respondents	11	50	86	156	61
Percentage of Teacher Respondents	3%	13.7%	23.6%	42.9%	16.8%
Number of Student Respondents	60	209	289	328	111
Percentage of Student Respondents	6%	21%	29%	33%	11%
Number of Other Respondents	10	15	27	49	17
Percentage of Other Respondents	8.5%	12.7%	22.9%	41.5%	14.4%

Analysis of Responses to Item 4

Item 4 invited respondents to react to the following proposal: "Each Social Studies course should have one clear unifying theme."

59.7% of teacher respondents agreed or strongly agreed with the above proposal. 16.7% of teacher respondents disagreed or strongly disagreed with the above proposal. 23.6% of teacher respondents were neutral toward the above proposal.

44% of student respondents agreed or strongly agreed with the above proposal. 27% of student respondents disagreed or strongly disagreed with the above proposal. 29% of student respondents were neutral toward the above proposal.

55.9% of other respondents agreed or strongly agreed with the above proposal. 21.2% of other respondents disagreed or strongly disagreed with the above proposal. 22.9% of other respondents were neutral toward the above proposal.

The majority of teacher respondents supported an overarching theme for each social studies course. In consultation sessions and on completed questionnaires, teachers suggested that the result of this would be greater clarity for both teachers and students.

Teachers qualified their support, however, by noting that the existing program employs overarching course themes that are only tenuously connected to course content. Some educators even suggested that most teachers would probably not be able to identify the overarching theme for Social Studies 20 as The Growth of the Global Perspective, even after many years of teaching the program. Teachers noted that a unifying theme should be clear and limited—not too vague and/or too broad.

Support for a unifying theme was not as strong among students, but it still outstripped student opposition to the idea. Both teachers and students noted that their support for a unifying theme would hinge on what the chosen theme actually was. Both groups stated that, to maintain student interest throughout a course, an overarching theme should be significant, relevant to students and multi-faceted.

For representative comments on Item 4 from teachers, students and other respondents, please see Appendix 6 of this report.

5. The new 10–12 Social Studies curriculum should be issues-centred (i.e., it should examine important questions on which public opinion is very divided).

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Number of Teacher Respondents	8	46	66	177	60
Percentage of Teacher Respondents	2.2%	12.9%	18.5%	49.6%	16.8%
Number of Student Respondents	11	91	333	416	157
Percentage of Student Respondents	1%	9%	33%	41%	16%
Number of Other Respondents	1	17	19	55	22
Percentage of Other Respondents	0.8%	14.9%	16.7%	48.3%	19.3%

Analysis of Responses to Item 5

Item 5 invited respondents to react to the following proposal: "The new 10–12 Social Studies curriculum should be issues-centred (i.e., it should examine important questions on which public opinion is very divided)."

66.4% of teacher respondents agreed or strongly agreed with the above proposal. 15.1% of teacher respondents disagreed or strongly disagreed with the above proposal. 18.5% of teacher respondents were neutral toward the above proposal.

57% of student respondents agreed or strongly agreed with the above proposal. 10% of student respondents disagreed or strongly disagreed with the above proposal. 33% of student respondents were neutral toward the above proposal.

67.6% of other respondents agreed or strongly agreed with the above proposal. 15.7% of other respondents disagreed or strongly disagreed with the above proposal. 16.7% of other respondents were neutral toward the above proposal.

A majority of respondents expressed support for intensive issues exploration in the 10–12 social studies program. They maintained that, through issues exploration, students would develop the higher-level thinking skills that are essential for effective citizenship. They asserted that an issues-centred curriculum would expose students to the complexity of public issues and encourage respect for diversity of ideas.

Given that issues are important questions on which public opinion is very divided, there appears to be strong support for the exploration of diverse perspectives. Most respondents viewed an issues-centred approach as a primary means of making social studies more engaging, dynamic and interesting for students; e.g., by encouraging students to engage in dialogue with their teachers and peers. Respondents commented that issues exploration should encourage students to arrive at their own informed and well-reasoned positions and to reflect critically on these positions.

For representative comments on Item 5 from teachers, students and other respondents, please see Appendix 6 of this report.

6. The new 10–12 Social Studies program should focus mainly on Canadian history and Canadian issues.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Number of Teacher Respondents	64	186	49	47	13
Percentage of Teacher Respondents	17.8%	51.8%	13.7%	13.1%	3.6%
Number of Student Respondents	158	405	194	189	65
Percentage of Student Respondents	15.6%	40.1%	19.2%	18.7%	6.4%
Number of Other Respondents	12	42	27	29	4
Percentage of Other Respondents	10.5%	36.8%	23.7%	25.5%	3.5%

Analysis of Responses to Item 6

Item 6 invited respondents to react to the following proposal: "The new 10–12 Social Studies program should focus mainly on Canadian history and Canadian issues."

16.7% of teacher respondents agreed or strongly agreed with the above proposal. 69.6% of teacher respondents disagreed or strongly disagreed with the above proposal. 13.7% of teacher respondents were neutral toward the above proposal.

25.1% of student respondents agreed or strongly agreed with the above proposal. 55.7% of student respondents disagreed or strongly disagreed with the above proposal. 19.2% of student respondents were neutral toward the above proposal.

29% of other respondents agreed or strongly agreed with the above proposal. 47.3% of other respondents disagreed or strongly disagreed with the above proposal. 23.7% of other respondents were neutral toward the above proposal.

The results for items 6 and 7 clearly indicate that there is a greater appetite for the exploration of international issues and world history than for Canadian studies.

Teacher and student feedback at consultation sessions confirmed this prevailing sentiment. It revealed that the least popular course in the current 10–12 social studies program is the Social 10/13 Canada course. It also revealed that any new course devoted exclusively to Canadian studies would have little appeal for high school teachers and students at any grade level.

Nonetheless, the quantitative and qualitative data for items 8 and 21 indicate that respondents felt that significant curriculum space should still be devoted to Canadian history and Canadian studies. At consultation sessions, many participants expressed support for a Canadian unit in each year of the new 10–12 program. There was even more support for regularly examining the Canadian dimensions of global issues and developments throughout the high school program.

There are clear differences between the mainstream response to Item 6 and the Francophone response. 50% of the Francophone teachers endorsed a main emphasis on Canadian history and Canadian studies. 61.8% of Francophone students also approved of such an emphasis. Francophone respondents strongly expressed the need for the integration of Canadian case studies that would lead to close examinations of the historical and contemporary positions and contributions of Francophones to Canada's evolution. They stated that a thorough look at such contributions was required in order to enhance the Francophone students' self-esteem and pride in their Francophone identity. They also suggested that an examination by all Alberta students of the key role Francophone Canadians played as founding partners in the Canadian Confederation would lead to a better understanding of the constitutional and legal recognition enjoyed by the Francophone community.

There is also a difference between the mainstream response to Item 6 and the Aboriginal student response. Although 66.7% of Aboriginal teachers disagreed with a main emphasis on Canadian history/studies, 52.8% of Aboriginal students supported focusing mainly on Canadian history and Canadian studies in the high school social studies program.

For representative comments on Item 6 from teachers, students and other respondents, please see Appendix 6 of this report.

7. The new 10–12 Social Studies program should focus mainly on world history and global issues.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Number of Teacher Respondents	7	67	45	178	71
Percentage of Teacher Respondents	2%	18.2%	12.2%	48.4%	19.2%
Number of Student Respondents	12	151	247	439	165
Percentage of Student Respondents	1.2%	14.9%	24.4%	43.3%	16.2%
Number of Other Respondents	2	28	22	49	14
Percentage of Other Respondents	1.7%	24.4%	19.1%	42.6%	12.2%

Analysis of Responses to Item 7

Item 7 invited respondents to react to the following proposal: "The new 10–12 Social Studies program should focus mainly on world history and global issues."

67.6% of teacher respondents agreed or strongly agreed with the above proposal. 20.2% of teacher respondents disagreed or strongly disagreed with the above proposal. 12.2% of teacher respondents were neutral toward the above proposal.

59.5% of student respondents agreed or strongly agreed with the above proposal. 16.1% of student respondents disagreed or strongly disagreed with the above proposal. 24.4% of student respondents were neutral toward the above proposal.

54.8% of other respondents agreed or strongly agreed with the above proposal. 26.1% of other respondents disagreed or strongly disagreed with the above proposal. 19.1% of other respondents were neutral toward the above proposal.

Respondents indicated a clear preference for global content over Canadian content in their response to Item 7. A large number of respondents maintained that global education is becoming increasingly important in our rapidly globalizing world.

Through their response to Item 7, the majority of respondents indicated a preference for a more global emphasis in the high school social studies program.

For representative comments on Item 7 from teachers, students and other respondents, please see Appendix 6 of this report.

8. Relevant Canadian examples (case studies) should be included in the study of global issues.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Number of Teacher Respondents	2	2	18	202	147
Percentage of Teacher Respondents	0.5%	0.5%	5%	54.5%	39.5%
Number of Student Respondents	17	76	240	537	143
Percentage of Student Respondents	1.7%	7.5%	23.7%	53%	14.1%
Number of Other Respondents	2	2	8	63	39
Percentage of Other Respondents	1.8%	1.8%	7%	55.2%	34.2%

Analysis of Responses to Item 8

Item 8 invited respondents to react to the following proposal: "Relevant Canadian examples (case studies) should be included in the study of global issues."

94% of teacher respondents agreed or strongly agreed with the above proposal. 1% of teacher respondents disagreed or strongly disagreed with the above proposal. 5% of teacher respondents were neutral toward the above proposal.

67.1% of student respondents agreed or strongly agreed with the above proposal. 9.2% of student respondents disagreed or strongly disagreed with the above proposal. 23.7% of student respondents were neutral toward the above proposal.

89.4% of other respondents agreed or strongly agreed with the above proposal. 3.6% of other respondents disagreed or strongly disagreed with the above proposal. 7% of other respondents were neutral toward the above proposal.

An overwhelming majority of respondents supported the examination of Canadian events and issues in a global context.

The prospect of a unit in each grade that would explore Canadian dimensions of a global force or issue appealed to many respondents and participants at consultation sessions.

Even more of those surveyed favoured the regular examination of Canadian case studies alongside those of non-Canadian ones. They supported the use of Canadian examples that were significant, relevant and engaging. They did not, however, endorse Canadian content for Canadian content's sake.

Most participants at consultation sessions maintained that Canadian studies should not have been segregated from global studies in the existing social studies program. For example, they suggested that the existing curriculum should examine Canada's experience of World War I as part of a larger unit on the war. The result of this might be that students would better understand both the war and Canada's role in it while, at the same time, avoiding needless overlap and repetition between courses.

Other respondents noted that one weakness of Part B of Social Studies 30 is that the curriculum largely ignores Canadian foreign policy in the examination of post-1918 international relations. These critics suggested that Social 30 Part B gives students insight into the foreign policy choices and decisions of great powers without providing them with knowledge and understanding of the foreign policy options available to a middle power like Canada.

For representative comments on Item 8 from teachers, students and other respondents, please see Appendix 6 of this report.

9. Social studies should stress the learning of skills (e.g., research skills, reasoning skills, critical-thinking skills, problem-solving skills) more than the learning of factual content.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Number of Teacher Respondents	8	88	50	136	77
Percentage of Teacher Respondents	2.2%	24.5%	13.9%	37.9%	21.5%
Number of Student Respondents	69	204	278	286	167
Percentage of Student Respondents	6.9%	20.3%	27.7%	28.5%	16.6%
Number of Other Respondents	2	13	16	42	41
Percentage of Other Respondents	1.8%	11.4%	14%	36.8%	36%

Analysis of Responses to Item 9

Item 9 invited respondents to react to the following proposal: "Social studies should stress the learning of skills (e.g., research skills, reasoning skills, critical-thinking skills, problem-solving skills) more than the learning of factual content."

59.4% of teacher respondents agreed or strongly agreed with the above proposal. 26.7% of teacher respondents disagreed or strongly disagreed with the above proposal. 13.9% of teacher respondents were neutral toward the above proposal.

45.1% of student respondents agreed or strongly agreed with the above proposal. 27.2% of student respondents disagreed or strongly disagreed with the above proposal. 27.7% of student respondents were neutral toward the above proposal.

72.8% of other respondents agreed or strongly agreed with the above proposal. 13.2% of other respondents disagreed or strongly disagreed with the above proposal. 14% of other respondents were neutral toward the above proposal.

A majority of non-student respondents supported a social studies program that stressed the mastery of skills over the mastery of factual content. They maintained that skill development is underemphasized in the current curriculum. They also pointed out that Grade 12 graduates with well-developed skills would be able to master new content effectively for the rest of their lives.

Although teachers and post-secondary educators did support a greater emphasis on skill development, many of them commented that a sound knowledge base is important too. They maintained that, in order to function effectively in society and achieve cultural literacy, there are some things that students should know about: World War II, parliamentary democracy, the Holocaust, the *Canadian Charter of Rights and Freedoms*, UN peacekeeping, citizenship rights and responsibilities, Mahatma Gandhi, etc. These educators wanted to maintain a sound knowledge base, but suggested that a better balance be struck between knowledge and skills in the new social studies program.

While students expressed less enthusiasm for an intensive skill-building program, only a small minority of students actually disagreed with this approach. The greater reluctance of students to endorse an emphasis on skills over content seems to stem from the recognition that a skills-focused program would definitely be more challenging for learners.

For representative comments on Item 9 from teachers, students and other respondents, please see Appendix 6 of this report.

10. When it examines history, the new Social Studies program should concentrate on historical developments that help students understand today's world and emerging issues.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Number of Teacher Respondents	3	21	14	167	155
Percentage of Teacher Respondents	0.8%	5.8%	3.9%	46.4%	43.1%
Number of Student Respondents	11	44	150	514	297
Percentage of Student Respondents	1%	4.3%	14.8%	50.7%	29.2%
Number of Other Respondents	2	5	5	52	53
Percentage of Other Respondents	1.7%	4.3%	4.3%	44.4%	45.3%

Analysis of Responses to Item 10

Item 10 invited respondents to react to the following proposal: "When it examines history, the new Social Studies program should concentrate on historical developments that help students understand today's world and emerging issues."

89.5% of teacher respondents agreed or strongly agreed with the above proposal. 6.6% of teacher respondents disagreed or strongly disagreed with the above proposal. 3.9% of teacher respondents were neutral toward the above proposal.

79.9% of student respondents agreed or strongly agreed with the above proposal. 5.3% of student respondents disagreed or strongly disagreed with the above proposal. 14.8% of student respondents were neutral toward the above proposal.

89.7% of other respondents agreed or strongly agreed with the above proposal. 6% of other respondents disagreed or strongly disagreed with the above proposal. 4.3% of other respondents were neutral toward the above proposal.

Few respondents supported the study of history for history's sake. The overwhelming majority indicated that the program should use the past to illuminate the existing state of affairs and future possibilities.

Respondents maintained that the relevancy of what is studied would be greatly enhanced for students by stronger connections between past and present throughout the 10–12 social studies program.

For representative comments on Item 10 from teachers, students and other respondents, please see Appendix 6 of this report.

11. The new Social Studies program should provide opportunities for the study of current events that are related to curricular outcomes.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Number of Teacher Respondents	0	7	13	159	190
Percentage of Teacher Respondents	0%	1.9%	3.5%	43.1%	51.5%
Number of Student Respondents	9	24	162	505	304
Percentage of Student Respondents	0.9%	2.4%	16.1%	50.3%	30.3%
Number of Other Respondents	0	1	7	45	62
Percentage of Other Respondents	0%	0.9%	6.1%	39.1%	53.9%

Analysis of Responses to Item 11

Item 11 invited respondents to react to the following proposal: "The new Social Studies program should provide opportunities for the study of current events that are related to curricular outcomes."

94.6% of teacher respondents agreed or strongly agreed with the above proposal. 1.9% of teacher respondents disagreed or strongly disagreed with the above proposal. 3.5% of teacher respondents were neutral toward the above proposal.

80.6% of student respondents agreed or strongly agreed with the above proposal. 3.3% of student respondents disagreed or strongly disagreed with the above proposal. 16.1% of student respondents were neutral toward the above proposal.

93% of other respondents agreed or strongly agreed with the above proposal. 0.9% of other respondents disagreed or strongly disagreed with the above proposal. 6.1% of other respondents were neutral toward the above proposal.

All respondent groups strongly supported the study of current events in high school social studies. The overwhelming majority of those surveyed felt that the linking of historical and contemporary examples would increase student interest and program relevancy. Some respondents suggested that, if no examples of current events could be found to illustrate a concept or a development, then perhaps the concept or the development wasn't worth learning about.

At the same time, respondents maintained that the existing program does not provide enough opportunities to study current affairs. In theory, the existing program has a 20% elective component that can be devoted to the study of current events. In practice, however, teachers struggle to cover the required components of the curriculum and have very little, if any, time left for the study of current affairs. All respondent groups recommended that actual and substantial curriculum space be reserved for the study of current affairs in the new program of studies.

For representative comments on Item 11 from teachers, students and other respondents, please see Appendix 6 of this report.

12. The new Social Studies program should omit topics that are examined in other high school courses (e.g., environmental education which is covered in senior high science courses) to allow for more in-depth study of other topics.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Number of Teacher Respondents	19	75	55	125	97
Percentage of Teacher Respondents	5.1%	20.2%	14.8%	33.7%	26.2%
Number of Student Respondents	33	161	259	390	161
Percentage of Student Respondents	3.3%	16%	25.8%	38.9%	16%
Number of Other Respondents	7	24	31	37	17
Percentage of Other Respondents	6%	20.7%	26.7%	31.9%	14.7%

Analysis of Responses to Item 12

Item 12 invited respondents to react to the following proposal: "The new Social Studies program should omit topics that are examined in other high school courses (e.g., environmental education, which is covered in senior high science courses) to allow for more in-depth study of other topics."

59.9% of teacher respondents agreed or strongly agreed with the above proposal. 25.3% of teacher respondents disagreed or strongly disagreed with the above proposal. 14.8% of teacher respondents were neutral toward the above proposal.

54.9% of student respondents agreed or strongly agreed with the above proposal. 19.3% of student respondents disagreed or strongly disagreed with the above proposal. 25.8% of student respondents were neutral toward the above proposal.

46.6% of other respondents agreed or strongly agreed with the above proposal. 26.7% of other respondents disagreed or strongly disagreed with the above proposal. 26.7% of other respondents were neutral toward the above proposal.

Teachers and students generally agreed that overlap between the high school social studies program and other programs should be reduced or eliminated. Most respondents suggested that the elimination of duplication would raise levels of interest and reduce frustrations.

Given the emphasis on Science, Technology and Society (STS) connections in Alberta's high school science curriculum, it is not surprising that many teachers and students appear willing to surrender environmental issues, such as global warming and ozone depletion, to the science program. If students are already examining the social ramifications of environmental problems in a science class, is there really a need to re-examine these environmental problems in the social studies program?

Many respondents suggested that, by eliminating duplication, saved time could provide for in-depth study of select social studies topics that would not be examined outside of the social studies program.

Many students and teachers pointed out that considerable repetition exists even within the social studies program itself. Junior high topics, such as the Industrial Revolution, the Russian Revolution, the Soviet Union, Quality of Life and Global Interdependence, resurface in Grades 11 and 12. This reality is especially frustrating for high schools that offer a four-year 9–12 program. In these schools, a teacher may find himself/herself reteaching the same thing to the same group of students.

Repetition also occurs when Grade 10 topics, such as Human Rights, the United Nations and World War I, are repeated again in Grade 11 and Grade 12 social studies.

For representative comments on Item 12 from teachers, students and other respondents, please see Appendix 6 of this report.

13. Students should use both primary and secondary sources to explore historical events and contemporary issues.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Number of Teacher Respondents	1	10	27	191	140
Percentage of Teacher Respondents	0.3%	2.7%	7.3%	51.8%	37.9%
Number of Student Respondents	10	52	315	494	130
Percentage of Student Respondents	1%	5.2%	31.5%	49.4%	12.9%
Number of Other Respondents	1	2	13	55	43
Percentage of Other Respondents	0.9%	1.8%	11.4%	48.2%	37.7%

Analysis of Responses to Item 13

Item 13 invited respondents to react to the following proposal: "Students should use both primary and secondary sources to explore historical events and contemporary issues."

89.7% of teacher respondents agreed or strongly agreed with the above proposal. 3% of teacher respondents disagreed or strongly disagreed with the above proposal. 7.3% of teacher respondents were neutral toward the above proposal.

62.3% of student respondents agreed or strongly agreed with the above proposal. 6.2% of student respondents disagreed or strongly disagreed with the above proposal. 31.5% of student respondents were neutral toward the above proposal.

85.9% of other respondents agreed or strongly agreed with the above proposal. 2.7% of other respondents disagreed or strongly disagreed with the above proposal. 11.4% of other respondents were neutral toward the above proposal.

Respondents strongly endorsed the examination of both primary and secondary sources in the new social studies program.

Primary sources are original/first-hand/eyewitness accounts written during the historical period being studied. Secondary sources are second-hand accounts/interpretations of events that are derived from, or based on, primary source documents.

Respondents maintained that source interpretation and analysis should be an integral part of a curriculum committed to the examination of diverse perspectives on issues. They suggested that, among the other perspectives that could be brought to bear on an issue, the perspectives of historical commentators should not be ignored. Many of those surveyed proposed that primary source materials be included in learning and teaching resources.

Consultation participants asserted that, by regularly working with primary and secondary source documents, the students would more fully appreciate that history and journalism both rest on hypotheses, data of various kinds, interpretations and arguments. These participants hoped that, as a result of reflecting on both types of source materials, the students would be encouraged to approach information with a healthy skepticism and a critical mind.

Respondents recommended that students learn to differentiate between primary and secondary sources, recognize author and speaker bias, and assess the accuracy, completeness, currency, relevance and appropriateness of source materials.

For representative comments on Item 13 from teachers, students and other respondents, please see Appendix 6 of this report.

14. The new Social Studies program should develop higher-order thinking skills; e.g., critical-thinking, analysis, reasoning, problem-solving, synthesis and evaluation skills.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Number of Teacher Respondents	2	3	10	136	203
Percentage of Teacher Respondents	0.6%	0.9%	2.8%	38.4%	57.3%
Number of Student Respondents	40	148	232	377	212
Percentage of Student Respondents	4%	14.7%	22.9%	37.4%	21%
Number of Other Respondents	0	3	5	37	73
Percentage of Other Respondents	0%	2.5%	4.2%	31.4%	61.9%

Analysis of Responses to Item 14

Item 14 invited respondents to react to the following proposal: "The new Social Studies program should develop higher-order thinking skills; e.g., critical-thinking, analysis, reasoning, problem-solving, synthesis and evaluation skills."

95.7% of teacher respondents agreed or strongly agreed with the above proposal. 1.5% of teacher respondents disagreed or strongly disagreed with the above proposal. 2.8% of teacher respondents were neutral toward the above proposal.

58.4% of student respondents agreed or strongly agreed with the above proposal. 18.7% of student respondents disagreed or strongly disagreed with the above proposal. 22.9% of student respondents were neutral toward the above proposal.

93.3% of other respondents agreed or strongly agreed with the above proposal. 2.5% of other respondents disagreed or strongly disagreed with the above proposal. 4.2% of other respondents were neutral toward the above proposal.

There is tremendous teacher support for fostering higher-order thinking skills in the new 10–12 social studies program. Other respondents—non-teachers/non-students—also heartily endorsed this type of skill development.
Both groups, however, recognized that the actual development of these skills is very challenging and time-consuming. They recommended that skill development be a cornerstone of the program in order to develop students' higher-order thinking skills.

A lower level of support among students for higher-order skill development could be a recognition of the inherent difficulties of critical thinking and problem solving. Nevertheless, a majority of students still favoured the development of these skills.

For representative comments on Item 14 from teachers, students and other respondents, please see Appendix 6 of this report.

15. The new Social Studies program should foster creativity; e.g., imagination, resourcefulness, ingenuity, innovation and adaptability.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Number of Teacher Respondents	3	8	28	169	148
Percentage of Teacher Respondents	0.8%	2.2%	7.9%	47.5%	41.6%
Number of Student Respondents	11	65	185	455	293
Percentage of Student Respondents	1.1%	6.5%	18.3%	45.1%	29%
Number of Other Respondents	0	3	9	52	53
Percentage of Other Respondents	0%	2.6%	7.7%	44.4%	45.3%

Analysis of Responses to Item 15

Item 15 invited respondents to react to the following proposal: "The new Social Studies program should foster creativity; e.g., imagination, resourcefulness, ingenuity, innovation and adaptability."

89.1% of teacher respondents agreed or strongly agreed with the above proposal. 3% of teacher respondents disagreed or strongly disagreed with the above proposal. 7.9% of teacher respondents were neutral toward the above proposal.

74.1% of student respondents agreed or strongly agreed with the above proposal. 7.6% of student respondents disagreed or strongly disagreed with the above proposal. 18.3% of student respondents were neutral toward the above proposal.

89.7% of other respondents agreed or strongly agreed with the above proposal. 2.6% of other respondents disagreed or strongly disagreed with the above proposal. 7.7% of other respondents were neutral toward the above proposal.

Respondents strongly recommended that the new social studies program promote the development of creativity. Many of those surveyed suggested that creative-thinking skills are important for solving problems. Others recognized that creative-thinking skills become very important employability skills later on in life.

In consultation sessions, participants noted that the existing social studies program does not actively promote creative-thinking skills. Many commented that the curriculum should provide time for fostering creativity and clear direction about how to do so.

For representative comments on Item 15 from teachers, students and other respondents, please see Appendix 6 of this report.

16. Emphasis should be placed on the development of social participation skills (e.g., teamwork skills, communication skills, conflict resolution skills) in the new Social Studies program.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Number of Teacher Respondents	6	39	55	176	76
Percentage of Teacher Respondents	1.7%	11.1%	15.6%	50%	21.6%
Number of Student Respondents	28	103	201	464	213
Percentage of Student Respondents	2.8%	10.2%	19.9%	46%	21.1%
Number of Other Respondents	1	6	10	56	45
Percentage of Other Respondents	0.9%	5%	8.5%	47.5%	38.1%

Analysis of Responses to Item 16

Item 16 invited respondents to react to the following proposal: "Emphasis should be placed on the development of social participation skills (e.g., teamwork skills, communication skills, conflict resolution skills) in the new Social Studies program."

71.6% of teacher respondents agreed or strongly agreed with the above proposal. 12.8% of teacher respondents disagreed or strongly disagreed with the above proposal. 15.6% of teacher respondents were neutral toward the above proposal.

67.1% of student respondents agreed or strongly agreed with the above proposal. 13% of student respondents disagreed or strongly disagreed with the above proposal. 19.9% of student respondents were neutral toward the above proposal.

85.6% of other respondents agreed or strongly agreed with the above proposal. 5.9% of other respondents disagreed or strongly disagreed with the above proposal. 8.5% of other respondents were neutral toward the above proposal.

Support for the development of social participation skills was very strong among all respondent groups. Many respondents maintained that an emphasis on these skills would prepare students for active, ongoing citizenship participation. Teachers and students commented that it takes time to cultivate these skills and recommended that the new program provide the opportunity to do so.

For representative comments on Item 16 from teachers, students and other respondents, please see Appendix 6 of this report.

17. Students should understand why historical events have been interpreted in different ways.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Number of Teacher Respondents	0	2	6	177	176
Percentage of Teacher Respondents	0%	0.5%	1.7%	49%	48.8%
Number of Student Respondents	13	46	137	556	251
Percentage of Student Respondents	1.3%	4.6%	13.7%	55.4 %	25%
Number of Other Respondents	0	2	8	61	48
Percentage of Other Respondents	0%	1.7%	6.7%	51.3%	40.3%

Analysis of Responses to Item 17

Item 17 invited respondents to react to the following proposal: "Students should understand why historical events have been interpreted in different ways."

97.8% of teacher respondents agreed or strongly agreed with the above proposal. 0.5% of teacher respondents disagreed or strongly disagreed with the above proposal. 1.7% of teacher respondents were neutral toward the above proposal.

80.4% of student respondents agreed or strongly agreed with the above proposal. 5.9% of student respondents disagreed or strongly disagreed with the above proposal. 13.7% of student respondents were neutral toward the above proposal.

91.6% of other respondents agreed or strongly agreed with the above proposal. 1.7% of other respondents disagreed or strongly disagreed with the above proposal. 6.7% of other respondents were neutral toward the above proposal.

An overwhelming majority of respondents favoured the examination of multiple and diverse interpretations of history. They also recommended that more time be devoted to exploring why historians interpret past events in different ways.

Francophone students strongly suggested that events in Canadian history should be examined from Aboriginal, Francophone and Anglophone perspectives in order to provide a fuller picture of Canada's history.

Many respondents noted that a new generation of learning resources will be required for the new program. They noted that no textbook should present itself as a definitive version of history and that learning resources should include diverse interpretations of the past.

For representative comments on Item 17 from teachers, students and other respondents, please see Appendix 6 of this report.

18. Students should learn how to critically evaluate interpretations of history and current events.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Number of Teacher Respondents	2	4	9	136	210
Percentage of Teacher Respondents	0.5%	1.1%	2.5%	37.7%	58.2%
Number of Student Respondents	12	50	213	519	213
Percentage of Student Respondents	1.2%	4.9%	21.2%	51.5%	21.2%
Number of Other Respondents	1	2	6	51	58
Percentage of Other Respondents	0.8%	1.7%	5.1%	43.2%	49.2%

Analysis of Responses to Item 18

Item 18 invited respondents to react to the following proposal: "Students should learn how to critically evaluate interpretations of history and current events."

95.9% of teacher respondents agreed or strongly agreed with the above proposal. 1.6% of teacher respondents disagreed or strongly disagreed with the above proposal. 2.5% of teacher respondents were neutral toward the above proposal.

72.7% of student respondents agreed or strongly agreed with the above proposal. 6.1% of student respondents disagreed or strongly disagreed with the above proposal. 21.2% of student respondents were neutral toward the above proposal.

92.4% of other respondents agreed or strongly agreed with the above proposal. 2.5% of other respondents disagreed or strongly disagreed with the above proposal. 5.1% of other respondents were neutral toward the above proposal.

An overwhelming majority of respondents endorsed the critical examination of historical and current events. Respondents suggested that students learn how to evaluate the authority and reliability of sources, identify authors' underlying assumptions, defend or oppose inferences and generalizations, and distinguish valid arguments from fallacious arguments in interpretations. Many respondents maintained that, given the rise of the Internet and an information society, skills for critically assessing the mass media have become critically important. Furthermore, they suggested that a program emphasizing media literacy and source criticism would better prepare students to be independent thinkers and discerning citizens.

For representative comments on Item 18 from teachers, students and other respondents, please see Appendix 6 of this report.

19. Students should develop inquiry skills; i.e., they should be able to research topics and issues, evaluate evidence, reach appropriate conclusions and argue for a point of view.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Number of Teacher Respondents	0	1	10	135	219
Percentage of Teacher Respondents	0%	0.3%	2.7%	37%	60%
Number of Student Respondents	16	43	152	494	297
Percentage of Student Respondents	1.6%	4.3%	15.2%	49.3%	29.6%
Number of Other Respondents	0	1	2	51	65
Percentage of Other Respondents	0%	0.8%	1.7%	42.9%	54.6%

Analysis of Responses to Item 19

Item 19 invited respondents to react to the following proposal: "Students should develop inquiry skills; i.e., they should be able to research topics and issues, evaluate evidence, reach appropriate conclusions and argue for a point of view."

97% of teacher respondents agreed or strongly agreed with the above proposal. 0.3% of teacher respondents disagreed or strongly disagreed with the above proposal. 2.7% of teacher respondents were neutral toward the above proposal.

78.9% of student respondents agreed or strongly agreed with the above proposal. 5.9% of student respondents disagreed or strongly disagreed with the above proposal. 15.2% of student respondents were neutral toward the above proposal.

97.5% of other respondents agreed or strongly agreed with the above proposal. 0.8% of other respondents disagreed or strongly disagreed with the above proposal. 1.7% of other respondents were neutral toward the above proposal.

Respondents strongly supported the cultivation of inquiry skills in the new social studies program. They recommended that students learn how to locate information and arrange it in usable forms. They maintained that the program should develop skills for classifying, interpreting, analyzing, summarizing, synthesizing and evaluating information. Finally, respondents stressed that students should learn how to make persuasive arguments and how to support arguments with compelling evidence.

For representative comments on Item19 from teachers, students and other respondents, please see Appendix 6 of this report.

20. Students should be able to comprehend and apply the vocabulary, concepts and methods of the disciplines that constitute social studies; e.g., history, political science, economics, geography, law, anthropology, sociology, psychology.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Number of Teacher Respondents	3	6	29	178	143
Percentage of Teacher Respondents	0.8%	1.7%	8.1%	49.6%	39.8%
Number of Student Respondents	17	64	227	482	218
Percentage of Student Respondents	1.7%	6.4%	22.5%	47.8%	21.6%
Number of Other Respondents	2	6	14	67	30
Percentage of Other Respondents	1.7%	5%	11.8%	56.3%	25.2%

Analysis of Responses to Item 20

Item 20 invited respondents to react to the following proposal: "Students should be able to comprehend and apply the vocabulary, concepts and methods of the disciplines that constitute social studies; e.g., history, political science, economics, geography, law, anthropology, sociology, psychology."

89.4% of teacher respondents agreed or strongly agreed with the above proposal. 2.5% of teacher respondents disagreed or strongly disagreed with the above proposal. 8.1% of teacher respondents were neutral toward the above proposal.

69.4% of student respondents agreed or strongly agreed with the above proposal. 8.1% of student respondents disagreed or strongly disagreed with the above proposal. 22.5% of student respondents were neutral toward the above proposal.

81.5% of other respondents agreed or strongly agreed with the above proposal. 6.7% of other respondents disagreed or strongly disagreed with the above proposal. 11.8% of other respondents were neutral toward the above proposal.

All respondent groups strongly endorsed a balanced, interdisciplinary social studies program. The new program's definition of social studies as "an interdisciplinary subject that draws upon history, political science, geography, economics, law, anthropology, sociology, psychology and other disciplines" garnered widespread support at consultation sessions.

Most teachers hoped that the new program would go further than the existing program in incorporating social–science terminology, skills and methods.

There was strong support at consultation sessions for a balanced incorporation of the six program strands—Culture and Community; The Land: Places and People; Global Connections; Economics and Resources; Time, Continuity and Change; and Power, Authority and Decision Making. Some respondents worried that one or another strand might dominate the others. Some feared that history—the Time, Continuity and Change strand—might predominate.

For representative comments on Item 20 from teachers, students and other respondents, please see Appendix 6 of this report.

SECTION FIVE:
CONTENT THEME RANKINGS (ITEMS 21–44)

The second section of the needs assessment questionnaire invited respondents to indicate their level of support for proposed social studies content themes. On a five-point scale (1=non-essential; 5=indispensable), respondents were asked to rate each topic for its suitability as a theme of study in the high school program.

Topics provided on the questionnaire were a combination of themes from the existing high school program and theme suggestions from educators and academics. Some topics from the existing Grade 10 social studies program were not listed on the questionnaire, since they had already been addressed to some degree by Alberta's new Grade 9 social studies program.

The intent of this questionnaire section was to generate data that would assist curriculum developers with the selection of content themes for the new 10–12 social studies program. During the survey and consultation process, teachers and students clearly indicated that there were too many topics to cover in the existing curriculum. At the same time, they maintained that some topics from the existing social studies program should continue to be explored in the revised curriculum. By rating the existing content themes, respondents had the opportunity to indicate the most suitable subject matter for retention.

The resulting rankings are provided on the following pages.

OVERALL RESULTS

CONTENT THEME RANKINGS ON THE FIVE-POINT SCALE (1=NON-ESSENTIAL; 5=INDISPENSABLE)

Teacher Ranking	Theme	Avg. Score
1	Democracy and Democratization	4.44
2	Globalization	4.33
3	World War I & World War II	4.29
4	Foreign Policy and International Relations	4.27
5	The Cold War	4.21
6	Economic Systems/ Economic Policies	4.19
7	War Crimes, the Holocaust, Genocide, Ethnic Cleansing	4.17
8	Dictatorship/ Authoritarianism	4.16
9	Canadian History/ Canadian Studies	4.14
10	Nationalism	4.10
11	Supranationalism and Internationalism	4.09
12	Extremism/ Terrorism	4.00

Student Ranking	Theme	Avg. Score
1	World War I & World War II	4.43
2	Extremism/ Terrorism	4.13
3	War Crimes, the Holocaust, Genocide, Ethnic Cleansing	4.12
4	Anti-racism Education	3.93
5	Canadian History/ Canadian Studies	3.90
6	The Cold War	3.80
7	Democracy and Democratization	3.73
8	Global Hunger, Poverty and Disparity	3.72
9	Economic Systems/ Economic Policies	3.71
10	Nationalism	3.65
11	Dictatorship/ Authoritarianism	3.62
12	Foreign Policy and International Relations	3.58

Others Ranking	Theme	Avg. Score
1	Canadian History/ Canadian Studies	4.36
2	Democracy and Democratization	4.19
3	World War I & World War II	4.01
4	Globalization	3.99
5	Anti-racism Education	3.94
6	Global Hunger, Poverty and Disparity	3.90
7	Foreign Policy and International Relations	3.87
8	War Crimes, the Holocaust, Genocide, Ethnic Cleansing	3.78
9	Economic Systems/ Economic Policies	3.72
10	Dictatorship/ Authoritarianism	3.70
11	Peace Education	3.68
12	Media Awareness/ Media Literacy	3.65

Teacher Ranking	Theme	Avg. Score
13	Global Hunger, Poverty and Disparity	3.89
14	Anti-racism Education	3.77
15	Imperialism and Decolonization	3.72
16	Peace Education	3.61
17	Impact of Technology/ Ethics in a Technological Society	3.56
18	The Enlightenment, French Revolution and Napoleonic Era	3.46
19	Media Awareness/ Media Literacy	3.40
20	Sustainable Development/ Environmental Issues	3.35
21	Human Population Growth	3.31
22	Women's History/ Women's Studies	3.15
23	Labour History/ Labour Relations	2.94
24	World Religions	2.91

Student Ranking	Theme	Avg. Score
13	Impact of Technology/ Ethics in a Technological Society	3.57
14	Globalization	3.56
15	Peace Education	3.49
16	Supranationalism and Internationalism	3.29
17	Media Awareness/ Media Literacy	3.22
18	The Enlightenment, French Revolution and Napoleonic Era	3.19
19	Imperialism and Decolonization	3.17
20	Women's History/ Women's Studies	3.14
21	Human Population Growth	3.08
22	Sustainable Development/ Environmental Issues	2.93
23	Labour History/ Labour Relations	2.92
24	World Religions	2.82

Others Ranking	Theme	Avg. Score
13	Extremism/ Terrorism	3.64
14	Nationalism	3.61
15	The Cold War	3.58
16	Supranationalism and Internationalism	3.51
17	Sustainable Development/ Environmental Issues	3.50
18	Impact of Technology/ Ethics in a Technological Society	3.45
19	Imperialism and Decolonization	3.41
20	Human Population Growth	3.40
21	World Religions	3.32
22	Women's History/ Women's Studies	3.26
23	Labour History/ Labour Relations	3.02
24	The Enlightenment, French Revolution and Napoleonic Era	2.99

ABORIGINAL TEACHERS AND STUDENTS
CONTENT THEME RANKINGS ON THE FIVE-POINT SCALE (1=NON-ESSENTIAL; 5=INDISPENSABLE)

Teacher Ranking	Theme	Avg. Score
1	The Cold War	4.00
1	Supranationalism and Internationalism	4.00
1	Women's History/ Women's Studies	4.00
2	Nationalism	3.66
2	Globalization	3.66
2	Imperialism and Decolonization	3.66
2	World War I & World War II	3.66
2	Peace Education	3.66
2	Impact of Technology/ Ethics in a Technological Society	3.66
3	Labour History/ Labour Relations	3.33
3	Sustainable Development/ Environmental Issues	3.33
3	Media Awareness/ Media Literacy	3.33
3	Human Population Growth	3.33

Student Ranking	Theme	Avg. Score
1	Extremism/ Terrorism	3.85
2	Global Hunger, Poverty and Disparity	3.82
3	Anti-racism Education	3.78
4	Canadian History/ Canadian Studies	3.71
5	World War I & World War II	3.68
6	Peace Education	3.57
7	War Crimes, the Holocaust, Genocide, Ethnic Cleansing	3.49
7	Impact of Technology/ Ethics in a Technological Society	3.49
8	Nationalism	3.47
9	Women's History/ Women's Studies	3.46
10	Economic Systems/ Economic Policies	3.40
11	Globalization	3.38
12	Foreign Policy and International Relations	3.28

Teacher Ranking	Theme	Avg. Score
4	Canadian History/ Canadian Studies	3.00
4	Democracy and Democratization	3.00
4	Economic Systems/ Economic Policies	3.00
4	Foreign Policy and International Relations	3.00
4	War Crimes, the Holocaust, Genocide, Ethnic Cleansing	3.00
4	Anti-racism Education	3.00
4	Dictatorship/ Authoritarianism	3.00
5	The Enlightenment, French Revolution and Napoleonic Era	2.66
5	Global Hunger, Poverty and Disparity	2.66
5	Extremism/ Terrorism	2.66
6	World Religions	2.33

Student Ranking	Theme	Avg. Score
13	Labour History/ Labour Relations	3.27
14	The Cold War	3.25
15	Human Population Growth	3.24
16	Democracy and Democratization	3.20
17	Supranationalism and Internationalism	3.17
18	Dictatorship/ Authoritarianism	3.13
19	Imperialism and Decolonization	3.06
20	World Religions	3. 05
21	Sustainable Development/ Environmental Issues	3.02
22	Media Awareness/ Media Literacy	2.95
23	The Enlightenment, French Revolution and Napoleonic Era	2.86

FRANCOPHONE TEACHERS AND STUDENTS

CONTENT THEME RANKINGS ON THE FIVE-POINT SCALE (1=NON-ESSENTIAL; 5=INDISPENSABLE)

Teacher Ranking	Theme	Avg. Score
1	Canadian History/ Canadian Studies	4.75
1	Democracy and Democratization	4.75
1	Nationalism	4.75
1	Economic Systems/ Economic Policies	4.75
1	Supranationalism and Internationalism	4.75
2	Globalization	4.50
2	Foreign Policy and International Relations	4.50
2	World War I & World War II	4.50
3	The Enlightenment, French Revolution and Napoleonic Era	4.25
3	The Cold War	4.25
3	Extremism/ Terrorism	4.25
3	War Crimes, the Holocaust, Genocide, Ethnic Cleansing	4.25

Student Ranking	Theme	Avg. Score
1	Canadian History/ Canadian Studies	4.46
1	World War I & World War II	4.46
2	Extremism/ Terrorism	4.32
3	The Cold War	3.91
4	Nationalism	3.88
5	Economic Systems/ Economic Policies	3.81
6	Globalization	3.80
7	Democracy and Democratization	3.80
8	Foreign Policy and International Relations	3.79
9	Anti-racism Education	3.74
10	Global Hunger, Poverty and Disparity	3.59
11	Women's History/ Women's Studies	3.58

Teacher Ranking	Theme	Avg. Score
3	Peace Education	4.25
3	Global Hunger, Poverty and Disparity	4.25
3	Media Awareness	4.25
4	Anti-racism Education	4.00
4	Dictatorship/ Authoritarianism	4.00
4	Impact of Technology/ Ethics in a Technological Society	4.00
5	Human Population Growth	3.75
6	Imperialism and Decolonization	3.50
6	Sustainable Development/ Environmental Issues	3.50
7	World Religions	3.25
7	Labour History/ Labour Relations	3.25
8	Women's History/ Women's Studies	3.00

Student Ranking	Theme	Avg. Score
12	Impact of Technology/ Ethics in a Technological Society	3.56
12	Dictatorship/ Authoritarianism	3.56
13	War Crimes, the Holocaust, Genocide, Ethnic Cleansing	3.48
14	Supranationalism and Internationalism	3.38
15	Imperialism and Decolonization	3.35
16	Media Awareness	3.34
17	Peace Education	3.28
18	The Enlightenment, French Revolution and Napoleonic Era	3.15
19	Labour History/ Labour Relations	3.05
20	Sustainable Development/ Environmental Issues	2.92
21	Human Population Growth	2.91
22	World Religions	2.46

Analysis of Content Theme Rankings (Items 21–44)

The following themes/topics were rated highly by all respondent groups:

- Democracy and Democratization
- Dictatorship/Authoritarianism
- Globalization
- Nationalism
- Canadian History/Canadian Studies
- Economic Systems/Economic Policies
- Foreign Policy and International Relations
- World War I & World War II
- War Crimes, the Holocaust, Genocide, Ethnic Cleansing
- The Cold War
- Extremism/Terrorism
- Anti-racism Education
- Global Hunger, Poverty and Disparity

All three survey groups—teachers, students and other stakeholders—ranked each of the above themes/topics at 3.5 or higher on the five-point scale.

The content theme rankings indicate that teachers and students were most attached to subject matter from the existing Grade 12 social studies program—Democracy and Democratization; Dictatorship/ Authoritarianism; Economic Systems/Economic Policies; Foreign Policy and International Relations; World War II; the Cold War; Extremism/Terrorism; War Crimes, the Holocaust, Genocide, Ethnic Cleansing; etc.

Democracy topped the teacher list as a suitable topic for study. The two other respondent groups also rated it highly. "Other respondents" rated it as the second-most-important theme. It came in seventh on the student list.

One of the highest ranked topics was a new one—Globalization. This topic is not addressed in a substantial way in the existing social studies program. Globalization ranked second behind Democracy as the preferred choice of teachers. This theme was the fourth-most-popular choice of "other respondents."

Nationalism also received a relatively high ranking. It was one of the top 10 themes on teacher and student lists. Moreover, topics related to nationalism—World War I & World War II; War Crimes, the Holocaust, Genocide, Ethnic Cleansing; Foreign Policy and International Relations; Supranationalism and Internationalism; etc.,—ranked very highly among all three respondent groups.

Canada was the favourite topic of "other respondents." Students and teachers also endorsed Canadian History/Canadian Studies with high rankings—fifth place and ninth place.

The topics most favoured by Francophone teachers were:

- Nationalism
- Democracy and Democratization
- Canadian History/Canadian Studies
- Supranationalism and Internationalism
- Economic Systems/Economic Policies
- Globalization
- Foreign Policy and International Relations
- World War I & World War II
- The Enlightenment, French Revolution and Napoleonic Era
- Global Hunger, Poverty and Disparity
- The Cold War

Francophone students most strongly supported the examination of:

- World War I & World War II
- Canadian History/Canadian Studies
- Extremism/Terrorism
- Nationalism
- Economic Systems/Economic Policies
- The Cold War
- Globalization
- Democracy and Democratization
- Foreign Policy and International Relations
- Anti-racism Education

Aboriginal teachers rated the following themes most highly:

- Supranationalism and Internationalism
- Women's History/Women's Studies
- The Cold War
- Nationalism
- Globalization
- Imperialism and Decolonization
- Peace Education
- Impact of Technology/Ethics in a Technological Society
- World War I & World War II
- Media Awareness

Aboriginal students expressed the most interest in the following topics:

- Anti-racism Education
- Global Hunger, Poverty and Disparity
- Extremism/Terrorism
- Canadian History/Canadian Studies
- World War I & World War II
- Peace Education
- Nationalism
- War Crimes, the Holocaust, Genocide, Ethnic Cleansing
- Impact of Technology/Ethics in a Technological Society
- Women's History/Women's Studies
- Globalization

Only a handful of highly-rated topics appear to be suitable as overarching themes for courses. Possibilities are: Democracy and Democratization, Globalization, Nationalism and Canadian History/Canadian Studies.

Quantitative and qualitative responses to Items 6–8, however, suggest that curriculum developers should be cautious about using Canadian History/Canadian Studies as an overarching course theme. Firstly, an exclusive focus on Canada in Grade 11 or Grade 12 would make it very difficult to offer AP and IB programs. Secondly, there is little support for an entire course devoted to Canada among the mainstream population.

This is, however, an area of disagreement between mainstream and Francophone respondents. Francophone teachers and students both indicated that a look at Canadian history is critical for promoting Francophone identity and better understanding of Francophone Canadian realities.

Aside from Democracy, Globalization, Nationalism and Canadian Studies, other highly-ranked themes appear to be more suitable as unit themes or topics covered within units.

There is, of course, the possibility of incorporating several highly-rated topics under an umbrella theme that was not mentioned on the survey.

For instance, the Social Studies 30 theme of Political and Economic Systems could be used to incorporate the themes of Democracy and Democratization, Dictatorship/Authoritarianism, and Economic Systems/Economic Policies. The Ideologies theme could be used in the same way.

Furthermore, the theme of Liberalism might be used to overarch the themes of Democracy and Democratization, Economic Systems/Economic Policies, Labour History/Labour Relations, Anti-racism Education, Women's History/Women's Studies and other topic areas.

Other theme/topic combinations are also possible.

SECTION SIX:
CONTENT THEME SUGGESTIONS (ITEM 45)

Analysis of Item 45 (Content Theme Suggestions)

Item 45 asked respondents to suggest other themes that should be studied in the new social studies program.

As a result, respondents recommended a multitude of topics for inclusion in the new high school program.

Most of the suggested themes were sub-themes of the topics listed in the previous section; e.g., Stalin, the Vietnam War or the Welfare State.

A significant number of respondents maintained that the existing program was too Eurocentric in its focus and that, in the new program, more case studies from other continents should be used to illustrate concepts and developments.

Other respondents cautioned curriculum developers against becoming "Europhobic." They maintained that the program should not deny the European roots/connections of many prevalent ideas, ideologies and forces—such as nationalism, globalization, democracy and capitalism. Nonetheless, these respondents conceded that more illustrative examples of these ideas, ideologies and forces should be selected from outside of Europe.

Multiple respondents proposed the following themes:

- Human Rights
- Ancient History (particularly of Ancient Egypt, Greece, Rome, China)
- Medieval History (particularly of Europe and Japan)
- European History (particularly Renaissance and Reformation history)
- African History
- Black History
- History and Culture of the Middle East
- Asian History and Culture (particularly Chinese history and culture)
- History of South America, Central America and the Caribbean
- United States History, Geography and Government
- World Geography
- Global Indigenous Peoples' Issues

None of the suggested topics, however, received a large number of endorsements. In this sense, no single topic/theme suggestion stands out from the rest.

For representative sampling of respondents' content theme suggestions, please see Appendix 7 of this report.

SECTION SEVEN:
RECOMMENDED KNOWLEDGE OUTCOMES (ITEM 46)

Analysis of Responses to Item 46 (Recommended Knowledge Outcomes)

The first part of Item 46 invited those surveyed to respond to the following question: "What knowledge should a social studies student have at the end of Grade 12?"

In this section of the questionnaire, respondents reaffirmed their interest in many of the content themes from Items 21–45. They suggested that the high school graduates should have an in-depth knowledge of topics such as Globalization, International Relations, Nationalism and Democracy.

Respondents suggested that students should exit the program with a sound knowledge and understanding of both world history/issues and Canadian history/issues.

Consultation participants and questionnaire respondents maintained that knowledge was important. They felt that it was important for students to know about certain things in order to make sense of themselves, others and the world. They were adamant, however, that students should go beyond the facts to examine the causes, consequences, significance and relevancy of events, ideas and forces.

Many respondents recommended that the program's subject matter be updated. They suggested that time devoted to outmoded topics, such as the Kellogg-Briand Pact and Locarno Treaties, could be better spent on more significant and relevant topics.

Teachers worried that a preponderance of knowledge/content outcomes in the new curriculum would result in a content-driven program like the current 10–12 social studies program. They challenged curriculum developers to take steps to prevent this from happening. They maintained that the program of studies should be more than a list of content objectives.

Consultation participants noted that the right-hand (content) column of the current curriculum gets the most attention from high school social studies teachers. They recommended redesigning the layout of the curriculum so that content would be somewhat de-emphasized in the new program.

Representative responses to the first part of Item 46 from teachers, students and other respondents can be found in Appendix 8 of this report.

SECTION EIGHT:
RECOMMENDED SKILL OUTCOMES (ITEM 46)

Analysis of Responses to Item 46 (Recommended Skill Outcomes)

The second part of Item 46 asked, "What skills should a social studies student have at the end of Grade 12?"

Responses to this item closely corresponded with responses to Items 5, 9 and 13–20. The overwhelming majority of respondents recommended that the high school social studies program concentrate on the development of higher-order competencies, such as critical thinking, reasoning, persuasive communication and judgement.

Respondents maintained that graduates of the 10–12 program should possess well-developed skills for issues analysis, research, discussion, debating, source interpretation, synthesis of ideas, evaluating arguments and evidence, chronological thinking, decision making, effective oral and written communication, creative thinking and social participation. Respondents advised that curriculum developers allow more time for the cultivation of these higher-order skills by reducing content requirements.

Teachers proposed that skills also be given greater prominence in the layout of the new program of studies. In the current curriculum, skills are confined to the back of the curriculum and divorced from knowledge outcomes. Teachers generally agree that this curriculum design has tended to de-emphasize skill development and emphasize content mastery.

Many teachers also maintained that the sequencing of skills in the existing program is poorly done. They noted that there is no clear progression of particular skills from grade to grade. Some skills appear in one part of the curriculum and never reappear. In some cases, skills in the 13–23–33 program appear to be more challenging than skills in the 10–20–30 program. Teachers recommended that curriculum developers clearly provide for ongoing development of skills at successive levels. They also suggested that merging knowledge and skill outcomes in certain places would better guarantee that skills are taught and learned.

Representative responses to the second part of Item 46 from teachers, students and other respondents can be found in Appendix 9 of this report.

SECTION NINE:
RECOMMENDED ATTITUDE OUTCOMES (ITEM 46)

Analysis of Responses to Item 46 (Recommended Attitude Outcomes)

The third part of Item 46 asked, "What attitudes/attributes should a social studies student have at the end of Grade 12?"

Respondents recommended that the new 10–12 social studies program should foster the values and attitudes that underpin active and responsible citizenship in a democratic society.

Stakeholders identified the following attitudes/attributes as worthy of cultivation: tolerance, patience, empathy, compassion, generosity, civility, honesty, cooperativeness, industriousness, persistence, self-reliance, self-confidence, self-discipline, individual responsibility, intellectual curiosity, skepticism, integrity, patriotism and civic-mindedness.

They also hoped that the new program would encourage respect for democratic ideals, principles, rights, freedoms, practices and responsibilities. It was recommended that the program encourage students to appreciate diverse ideas and cultures.

Many respondents commented that attitude outcomes were far more important to achieve than knowledge or skill outcomes. Some stakeholders suggested that they should be given prominence in the layout of the new curriculum, rather than placed at the back of the program of studies like an afterthought.

Representative responses to the third part of Item 46 from teachers, students and other respondents can be found in Appendix 10 of this report.

SECTION TEN:
STRENGTHS OF THE EXISTING PROGRAM AND THEIR COMPATIBILITY WITH THE NEW VISION (ITEM 47)

Analysis of Responses to Item 47 (Strengths of the Existing Program)

Item 47 asked, "Which strengths of the existing curriculum are compatible with the new vision and framework for 10–12 Social Studies?"

Most respondents expressed support for the foundational elements of the new program and felt that the new vision could incorporate the strong points of the existing program. For example, teachers foresaw that issues exploration would continue in the new program.

The program vision and definition of social studies received general support from all stakeholders. The majority of those surveyed also agreed with stressing the core concepts of citizenship and identity.

Respondents endorsed the six strands of the new program—Economics and Resources, Culture and Community, etc.,—as a continuation of Alberta's tradition of interdisciplinary social studies.

Although the exploration of diverse perspectives greatly appealed to respondents, many of those surveyed recognized that a diverse perspectives approach would be more time-intensive, require more sophisticated learning resources and demand much more from teachers and students.

Questionnaire responses and consultation feedback indicated general acceptance for the inclusion of Aboriginal and Francophone perspectives in the new curriculum. However, respondents wished to see many other perspectives added as well—including those emanating from differences in culture, gender, class, ideology, philosophy, spirituality, values and experience.

Stakeholders hoped that inclusion of Aboriginal and Francophone perspectives would lead to a bridging of the "Three Solitudes" and a more tolerant and unified Alberta/Canada.

Representative responses to Item 47 from teachers, students and other respondents can be found in Appendix 11 of this report.

SECTION ELEVEN:
TWO COURSE SEQUENCES (ITEM 48)

Analysis of Responses to Item 48 (Two Course Sequences)

Item 48 asked, "How should program purpose and program expectations (learning outcomes) in Social Studies 13–23–33 differ from those in Social Studies 10–20–30?"

An overwhelming majority of teachers, students and other stakeholders expressed support for the maintenance of two course sequences in high school social studies.

Respondents suggested that, by Grade 10, the ability gap among students widens to the extent that it becomes counterproductive to keep all students in the same classroom. According to the majority of those surveyed, the need for differentiated high school social studies programming stems from disparity in students' skills.

There was general agreement that both course sequences in high school social studies should cover the same content, foster the same attitudes and promote active and responsible citizenship. The majority of respondents recommended that the two sets of courses should differ only in skill expectations and standards of assessment. Many respondents also suggested, however, that content be approached in a very different way in each sequence.

A common focus on the same, or very similar, content is a must in rural schools that often do not have sufficient enrollments or resources to offer separate 13, 23 and 33 courses. For example, it is not atypical to find Social Studies 30 and 33 students together in the same classroom in rural schools. This is possible only because the subject matter of Social Studies 30 and 33 is very similar. Rural teachers noted that it would be unreasonable to expect educators to teach lessons on two completely different topics simultaneously.

Although students from different sequences often work in the same classrooms in rural schools, rural teachers and students still opposed the de-streaming of social studies and the creation of a common Grade 10 social studies course. Both groups indicated that differentiated learning resources, with different readability levels, and different standards of assessment are essential for maximizing student achievement.

Francophone respondents also expressed the need for a two-stream high school program, with all courses supported by appropriate learning and teaching resources. In their opinion, it is essential for Alberta Learning to devote the necessary efforts and financial resources to ensure that French-speaking students in all high school social studies courses are provided with learning materials equivalent to those used by their English-speaking counterparts. Most Francophone schools cannot offer separate 13, 23 and 33 courses, but expect a high school teacher to accommodate both streams within the same class. Francophone teachers, therefore, require two distinct sets of learning resources and standards of assessment.

Aboriginal respondents also strongly supported maintaining two course sequences in grades 10–12. They recommended examining the same content and fostering the same values/attitudes in both sequences, but recognized that different approaches to assessment and skill development need to be taken in each sequence. Aboriginal teachers recommended that the 13–23–33 sequence place more emphasis on active learning and hands-on activities.

Students in the 13–23–33 sequence strongly supported differentiated programming for all three grade levels. At consultation sessions, the overwhelming majority of Social Studies 33 students indicated that they had experienced much greater success in social studies at the high school level than in junior high social studies.

Teacher respondents challenged the perception that 13–23–33 course sequence constitutes a watered-down program. For example, many educators observed that Alberta's lower-stream Social Studies 33 diploma examination is far more challenging than the Grade 12 social studies/history diploma examinations offered in many other provinces where streaming does not officially exist.

The overwhelming majority of post-secondary educators cautioned that de-streaming Grade 10 or grades 10 to 12 would result in diminished academic rigor and less-prepared college/university entrants. Most professors wanted the standards in the 10–20–30 sequence to be made more—not less—academically rigorous to better prepare students for college and university. Social sciences professors also recommended that an optional Grade 12 university preparation social studies course be made available to students planning to enroll in post-secondary social science, education, law or humanities programs.

A representative sampling of responses to Item 48 can be found in Appendix 12 of this report.

SECTION TWELVE:
GENERAL RECOMMENDATIONS FOR DEVELOPMENT OF THE NEW HIGH SCHOOL SOCIAL STUDIES PROGRAM (ITEM 49)

Analysis of Responses to Item 49 (General Recommendations for Program Development)

The last item on the questionnaire was Item 49. It invited respondents to provide general comments and suggestions for curriculum developers.

Most of the responses to Item 49 restated recommendations already noted in previous sections of this report. Respondents repeated requests for a reduction in program content, a greater emphasis on skill development, an issues-centred approach and a retention of both course sequences.

Respondents also recommended the following:

- providing a clear rationale for what is studied in the new curriculum; including rationales for the 10–12 program, for each course within the program and for each unit of study within a course
- identifying course/unit expectations more clearly in the program of studies
- fostering the use of creative pedagogies and active learning by providing program time and curricular encouragement for these approaches
- allocating ample resources for implementation of the curriculum; developing substantial implementation guides for each of the six high school courses; providing basic and support resources in both official languages
- continuing to involve key stakeholder groups (e.g., high school teachers, high school students, post-secondary educators, parents, Aboriginals, Francophones, etc.) in each stage of curriculum development
- providing for greater ease of transfer from the lower to the higher stream (e.g., from Social 13 to Social 20) for students who have achieved a standard of excellence in a lower-stream course
- creating a high school social studies program that encourages lifelong appreciation for social studies and the social sciences.

Not surprisingly, there is a strong correlation between parent/guardian and student recommendations. Many parents/guardians noted that they based their suggestions on their dependents' experiences in the social studies program.

The majority of parents/guardians called for a reduction in program content and a more in-depth exploration of topics and issues. Parents/guardians were particularly adamant in demanding a reduction of Social Studies 30/33 content. They felt that the amount of reading, homework and study required in Grade 12 social studies was unreasonable for a student taking a full course load. Parents/guardians suggested that an immediate pruning of Grade 12 social studies content should take place. They did not want to wait several years for the new social studies program to rectify this problem.

Several parents/guardians also complained about the frequency of testing in the 10–12 social studies program, and in high school in general. They suggested that their adolescents were being quizzed and tested almost on a daily basis—to the point of exasperation. Parents/guardians suggested that high school teachers, including social studies teachers, be more moderate in their formal assessment practices. Some parents/guardians suggested that the multiplicity of topics in the existing 10–12 social studies program could be at the root of this problem of "test abuse."

Parents/guardians also reiterated student complaints about repetition of topics within the social studies program and the repetition of topics covered in other subject areas.

Finally, some parents/guardians suggested that the expectations of Alberta's social studies program were too high in comparison with other jurisdictions. They felt that this was unfair to Alberta students who were competing with other Canadian and North American students for scholarships and admissions to post-secondary institutions and programs.

Representative comments on Item 49 by teachers, students and other respondents can be found in Appendix 13 of this report.

SECTION THIRTEEN:
ABORIGINAL CONSULTATION SESSIONS

Throughout the months of April and May, 2002, consultations were held province-wide with Aboriginal stakeholders from First Nations schools and other educational settings. Through on-site consultations, utilizing the Senior High Social Studies Questionnaire, Aboriginal teachers, non-Aboriginal educators working in Aboriginal schools and Aboriginal students identified concerns about the existing 10–12 program and provided suggestions for the development of the new program.

Aboriginal respondents observed that there was little, if any, Aboriginal content in the current senior high social studies program. They noted that Aboriginal content was limited in scope and did not capture Aboriginal realities. They suggested that the content was biased—reflecting only the majority perspective—and focused too much on European history. Selected comments included:

- "There's not enough information on Aboriginal people."
- "…there is too much learning of Napoleon, Galileo, etc. Not enough history on natives and aboriginal people."
- "…we should also be learning about our fellow Aboriginals in Alberta, their history and ours. And so much more."

Overall, students indicated that there should be a better understanding of specific concepts, such as Aboriginal rights, land claims, residential schools, treaties, the *Indian Act* and Aboriginal cultural diversity. Selected comments included:

- "We should be learning about Aboriginal cultures, religions, living conditions, ancestors and history."
- "I like to read about the signing of Treaty 6 and the wars before it."
- "We should learn more about all of the six different cultural groups and study where we came from."
- "Some Aboriginal issues and topics that I would want to hear is maybe politics of Aboriginal people in the past and how it shapes it [politics] today."

Aboriginal respondents recommended that the new social studies program explore Aboriginal issues, such as the impact of globalization on Aboriginal peoples, the effects of economic development on Aboriginal communities and the social changes that have fragmented Aboriginal societies. They also suggested that the program should examine the collective rights of Aboriginal peoples that are rooted in Canadian history, entrenched in the Canadian Constitution and protected by law.

Aboriginal stakeholders expressed interest in examining anthropological findings that support the longevity of the Aboriginal peoples, the contributions of Aboriginal women to Aboriginal societies and Canadian policies that influence Aboriginal identity in the 21st century.

Consultation and questionnaire feedback underscored the fact that racism continues to impact negatively the lives of Aboriginal persons. Respondents recommended that the social studies program foster anti-racism and provide opportunities for dialogue and in-depth understanding about the contributions of Aboriginal peoples. They also supported an emphasis on developing skills for media literacy and analysis. Aboriginal respondents felt that the new program should critically examine the way that Aboriginal peoples are portrayed in the media.

Finally, Aboriginal respondents called for the cultivation of skills for collaboration, consensus building and teamwork—skills that are highly valued by Aboriginal peoples. In order meet the needs of Aboriginal students better, respondents suggested that a greater emphasis should be placed on fostering skills for listening, observing the environment and managing group and peer relationships.

Representative comments from Aboriginal respondents can be found in Appendix 14 of this report.

SECTION FOURTEEN: FRANCOPHONE CONSULTATION SESSIONS

The Alberta Learning Senior High Social Studies Questionnaire was translated into French and posted on the Alberta Learning Web site. The French-language version of the questionnaire was intended for teachers, students and other partners and stakeholders involved in two distinct educational settings—Francophone schools and French Immersion programs. A copy of the questionnaire was sent to all Francophone schools in the province that offer a 10–12 program. Teachers in charge of Division IV social studies in these schools were invited to complete the questionnaire, and were also encouraged to pass it on to their Social Studies 30 students.

On-site consultation sessions were also held, in both formal and informal settings. The 10–12 consultation initiative was described to teachers attending the Association canadienne d'éducation de langue française (ACELF) National Congress in Edmonton on Friday, November 16, 2001. The French-language version of the Alberta Learning Senior High Social Studies Questionnaire was, unfortunately, not available at that time.

A formal consultation meeting with Francophone high school teachers was held at École Maurice-Lavallée in Edmonton on January 28, 2002. A formal consultation session with a Social Studies 30 class also took place at that location on the same day. At the student session, participants were also asked to reply to a supplementary question regarding what they thought were the three most important ideas, facts or concepts that majority of English-speaking Albertans should know about the Franco-Albertan community.

Francophone teachers strongly expressed the need for the integration of Canadian case studies that would lead their students to examine closely the historical contributions and contemporary position of Francophone Canadians in the country's evolution. They stated that a thorough a look at such contributions would enhance their student's self-esteem and pride in their Francophone identity. Participants felt that only through such attributes could their students become empowered in contributing to the renewal and vitality of their Francophone communities.

Francophone teachers strongly expressed the need for a two-stream high school program, with all courses supported by appropriate learning and teaching resources. In their opinion, it is essential for Alberta Learning to devote the necessary efforts and financial resources to ensure that French-speaking students in all high school social studies courses are provided with learning materials equivalent to those used by their English-speaking counterparts.

Francophone teachers also expressed the need for the Alberta social studies program to provide for a strong exploration of Canadian and world history. The teaching of history occupies a central place in the Francophone-Canadian academic tradition, where it is viewed as inclusive of content and concepts that are key in the acquisition of citizenship skills and attributes.

Francophone students expressed strong support for the inclusion of Canadian case studies in the 10–12 social studies program. They saw it as key to promoting a better understanding among all Albertans of the realities they face as Francophone citizens in a minority context. While they expressed stronger support for historical content than their English-speaking counterparts, Francophone students were keen to state that historical case studies should not be limited to Canadian content, but should also encompass key regions of the world in order to promote a global outlook.

At the consultation session with Francophone students enrolled in a Social Studies 30 class at École Maurice-Lavallée in Edmonton, participants were also asked to identify what key elements should be integrated into the social studies program in order to promote better understanding of Francophone-Canadian realities among students in the province. Responses indicated a desire to embed the following key understandings in the program.

- Students should understand that under Canadian Official Bilingualism legislation, French and English have equal status.
- Students should understand that Francophone-Canadian presence is widely spread throughout the country, is not limited to Québec, and that Francophones form strong and significant communities throughout Western Canada.
- Students should be exposed to a vast array of Franco-Canadian cultural elements in order to gain an enhanced awareness of Francophone-Canadian contributions.
- Students should be exposed to Francophone points of view regarding key events in Canadian history in order to gain a more balanced understanding of the country's evolution.
- Students should be provided with opportunities to recognize assimilation pressures faced by Francophone Canadians living in a minority setting.

Representative comments from Francophone respondents can be found in Appendix 15 of this report.

SECTION FIFTEEN: FEEDBACK FROM CONSULTATIONS WITH POST-SECONDARY EDUCATORS

Alberta Learning conducted post-secondary consultation forums at the University of Alberta in Edmonton and at the University of Calgary. Each forum was organized and hosted by the respective university's Department of Secondary Education. Participants in these forums represented social science disciplines, including history, political science, sociology and economics, as well as language and philosophy departments and education faculties. In total, 28 post-secondary educators participated in the two forums; roughly one third of the participants completed and submitted the questionnaires.

Post-secondary educators observed that Alberta's existing social studies program was very successful in producing questioning, skeptical, independent-thinking students with well-developed critical thinking skills.

They claimed, however, that graduates of the program were deficient in other areas, including research skills, discussion skills, reading skills and writing skills. Post-secondary educators recommended that students spend more time on the development of these important skills.

While university professors recognized the value of writing position papers, they suggested that students learn how to write other types of papers as well, including research reports, book reviews and thesis papers. They noted that students would probably not write a Social 30-style position paper in college or university. Therefore, they advised that students get some training in writing the type of papers that they will do at the post-secondary level. They also recommended that all graduates of the 10–20–30 program should know how to use footnotes and produce bibliographies.

At a consultation forum, one professor suggested that the "Exploration of the Issue" requirement of the high school social studies essay was a corruption of the essay model. He maintained that nowhere outside of Alberta social studies classrooms were students being taught to write this type of essay. He suggested that, after three years of writing papers containing artificial issue-exploration add-ons, first-year university students required remedial instruction on how to write a proper formal essay.

Most post-secondary educators called for a program that would cultivate depth of knowledge about certain topics rather than superficial understanding of many different topics. They suggested that rushing through content and cramming for examinations could not produce enduring knowledge or understanding.

Social sciences professors also maintained that the current 10–12 social studies program covers issues too quickly and superficially, and yet requires students to take and defend positions on these issues. They observed that this encourages "a rush to judgement" rather than a serious reflection about the issue or a careful formulation of an informed and well-considered defense of position. These professors recommended that the new social studies program cover fewer issues and deal with select issues in more depth. They suggested that this would result in fuller appreciation of the complexity of issues/topics and more reasoned and mature development of points of view.

Post-secondary educators pointed out that plagiarism has emerged as a major problem at colleges and universities. They recommended that outcomes related to research and writing ethics be included in the new high school social studies program.

Several university professors criticized the testing culture that currently predominates in Alberta high schools. They noted that the routine quizzes and regular unit examinations of high school social studies are not continued at the post-secondary level where examinations are, relatively speaking, few and far between. In a social sciences course at university, for example, students typically write only one or two examinations per course; in contrast, a typical high school student may face eight or more major examinations and many quizzes in a course like Social Studies 30. One university professor suggested that, given that the same testing culture now pervades all subject areas in grades 10 to 12, students were undergoing three years of misguided "test abuse" in high school. Several professors suggested that high school educators should reduce the frequency of formal testing in order to better prepare students for writing examinations at university or college.

At consultation forums, post-secondary educators conceded that only a minority of Grade 12 graduates would ever enroll in social science courses at universities and colleges. They also recognized that social studies was a mandatory program for all high school students—not an optional program like Physics that could be chosen by students based on interest or aptitude. Nevertheless, they maintained that social studies was the only program capable of preparing students for post-secondary studies in history, law, economics, political science, geography, anthropology, sociology, psychology and other social sciences. Consequently, they advised that Social Studies 10–20–30 be designed as a university/college preparation program. They hoped that the academic rigor of this program would be maintained or enhanced. They did not want it to be reduced through de-streaming or a common Grade 10 program.

Finally, some post-secondary educators called for additional social science course options to be made available for high school students. For example, several professors suggested that an optional course be developed for Grade 12 students who were planning to enroll in social science programs at colleges or universities; this course would concentrate on developing advanced skills for post-secondary studies in history, law, political science, economics, etc.

A representative sampling of post-secondary educators' written recommendations can be found in Appendix 16 of this report.

APPENDIX 1:
PROGRAM UPDATE

The following program update was provided as a backgrounder/companion piece to the high school social studies questionnaire. It outlines the seven foundational elements of the program that had been predetermined at the onset of the needs assessment survey process. Respondents commented on these elements in the questionnaire—particularly in response to items 47 and 49.

A. KEY ELEMENTS OF THE NEW SOCIAL STUDIES PROGRAM

After province-wide consultations with teachers, educational partners and key stakeholders, Alberta Learning is revising its K–12 Social Studies program. To this point, Alberta Learning has approved the following:

- a vision for a new K–12 Social Studies program
- a definition of social studies
- an emphasis on the core concepts of citizenship and identity
- six program strands
- a diverse perspectives approach to social studies topics and issues
- inclusion of Aboriginal and Francophone cultural perspectives
- the development of an outcomes-based K–12 Social Studies curriculum.

B. PROGRAM VISION

The new Alberta Program of Studies for Social Studies will meet the needs and reflect the nature of 21st century learners and will have at its heart the concepts of citizenship and identity in the Canadian context. It will be reflective of the diverse cultural perspectives, including Aboriginal and Francophone, that contribute to Canada's evolving realities. It will ultimately contribute to a Canadian spirit: a spirit that will be fundamental in creating a sense of belonging for each one of our students as he or she engages in active and responsible citizenship—locally, regionally, nationally and globally.

C. DEFINITION OF SOCIAL STUDIES

Social studies is the study of people in relation to each other and to their world. It is an interdisciplinary subject that draws upon history, political science, geography, economics, law, anthropology, sociology, psychology and other disciplines. Social studies focuses on peoples' relationships with their social, physical, spiritual, cultural, economic, political, and technological environments. Social studies helps students become active and responsible citizens within their communities—locally, regionally, nationally and globally—in a complex and changing world.

D. CORE CONCEPTS OF CITIZENSHIP AND IDENTITY

The concepts of citizenship and identity will be explored throughout the K–12 Social Studies program. A primary aim of the new program will be to foster active and responsible citizenship. Students will study the values, rights, and obligations associated with citizenship as well as the importance of civic participation. They will also examine how the nature of citizenship has varied from place to place over time. Another major objective of the Social Studies program will be to help students develop confidence in their individual identities and a sense of belonging to their communities. Program continuity in K–12 Social Studies will be maintained through continued emphasis on citizenship and identity at successive levels. This approach will allow students to build on previous learning and enable them to better understand a 21st century world in which conceptions of citizenship and identity are becoming increasingly complex.

E. SIX PROGRAM STRANDS

Six strands provide a framework for the new K–12 Social Studies program. They are curriculum organizers that ensure than an interdisciplinary approach is maintained throughout the program. These six strands are:

- Culture and Community
- The Land: People and Places
- Time, Continuity and Change
- Global Connections
- Power, Authority and Decision Making
- Economics and Resources

Each strand incorporates the aims, concepts and methods of one or more social studies disciplines; e.g., history, geography, political science, law, anthropology, sociology, psychology, economics. Ideally, all six dimensions will be explored in the study of any social studies topic or issue.

F. DIVERSE PERSPECTIVES APPROACH

Living together in a pluralistic society requires an understanding and appreciation of the diverse viewpoints and perspectives that arise from differences in culture, gender, class, ideology, philosophy, spirituality, values, and experience. The new Alberta Social Studies program will emphasize the examination of social studies topics and issues from multiple and diverse perspectives. This will allow students to better understand how and why events of the past and present are interpreted in different ways. Through analysis and evaluation of various interpretations, students will develop skills of reflection, critical thinking, synthesis, reasoning and judgement.

G. INCLUSION OF ABORIGINAL AND FRANCOPHONE PERSPECTIVES

The new Alberta Social Studies program recognizes Canada as a partnership between culturally-diverse Aboriginal Canadians, culturally-diverse English-speaking Canadians, and culturally-diverse Francophone Canadians. Each of these groups enjoys collective rights that are rooted in Canadian history, entrenched in Canada's constitution, and protected by Canadian law. To maintain Canadian unity, it is essential to promote mutual recognition, understanding and cooperation among these partners. One strategy for doing so is to explore topics and issues from diverse perspectives. The new Social Studies program will do so by embedding Aboriginal and Francophone perspectives alongside those of other Canadians. By exploring divergent visions of Canada's national story, the various partners in the Canadian federation can maintain a dialogue with each other, learn from one another, and work together to build a Canada in which all citizens feel a strong sense of belonging.

H. OUTCOMES-BASED CURRICULUM

The new Social Studies program will identify general and specific learning outcomes. Learning outcomes are the understandings, skills and attitudes that students are expected to demonstrate. These outcomes will:

- reflect the vision and philosophy of the curriculum;
- support the use of a variety of instructional and assessment strategies;
- focus on what students are to know and be able to do at the end of a course of study.

APPENDIX 2:
SENIOR HIGH SOCIAL STUDIES QUESTIONNAIRE

This questionnaire was used to gather qualitative and quantitative data from English-speaking respondents during the needs assessment process.

What has been decided about the new Alberta Social Studies curriculum?

After province-wide consultations with teachers, educational partners, and key stakeholders, Alberta Learning is revising its K–12 Social Studies program. To this point, Alberta Learning has approved the following:

- a vision for a new K–12 Social Studies program
- a definition of social studies
- an emphasis on the core concepts of citizenship and identity
- six program strands
- a diverse perspectives approach to social studies topics and issues
- inclusion of Aboriginal and Francophone perspectives
- the development of an outcomes-based K–12 Social Studies curriculum.

What is the purpose of this questionnaire?

Recommendations and data from this questionnaire will be taken into consideration during the preparation of the first draft (Discussion Draft) of the new senior high Social Studies program. This Discussion Draft will be the focus of province-wide consultations in the spring of 2002. Subsequent revisions will result in a Draft Program of Studies in 2003. Further consultations and revisions will culminate in a Program of Studies in 2004.

On this questionnaire, you are invited to provide both written and scaled responses. You may selectively respond to this survey by passing over any item(s) upon which you do not wish to comment. Thank you for your participation in the first stage of development of the new 10–12 Social Studies program.

PART A: RESPONDENT INFORMATION

I am responding as a(n):

☐ social studies teacher
  - social studies courses: ____________________

☐ teacher in a Francophone setting
☐ teacher in an Aboriginal setting
☐ social studies consultant
☐ college/university student
☐ school council representative
☐ school board official
☐ teachers' association representative
☐ representative of an Aboriginal association
☐ representative of a cultural association
☐ member of a non-governmental organization
☐ other (please specify) ____________________

☐ teacher in a French immersion setting
☐ social studies department head
☐ senior high school student
☐ parent/guardian
☐ school administrator
☐ school board trustee
☐ post-secondary educator
☐ representative of a Francophone association
☐ representative of business and industry
☐ government representative

Name and address of respondent (optional): ____________________

PART B: PROGRAM STRUCTURE, FOCUS AND OUTCOMES

Instructions: Please indicate your reaction to each of the following statements by circling the appropriate response.

A comment box is provided should you wish to qualify any response(s) in writing.

Program Structure

1 The new Social Studies program should have fewer curricular topics than the existing program to allow for more in-depth study of each topic.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

2 The new 10-12 Social Studies program should be organized to provide for multi-year, sequential study—not "stand-alone" courses; i.e., each course should provide knowledge, skills and understandings that are a necessary foundation for success in the next course.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

3 Content in the new 10–12 Social Studies curriculum should be organized into thematic units; e.g., "Democracy" or "Nationalism."

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

4 Each Social Studies course should have one clear unifying theme.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Comments:

Program Focus

5 The new 10–12 Social Studies curriculum should be issues-centred (i.e., it should examine important questions on which public opinion is very divided).

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

6 The new 10–12 Social Studies program should focus mainly on Canadian history and Canadian issues.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

7 The new 10–12 Social Studies program should focus mainly on world history and global issues.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

8 Relevant Canadian examples (case studies) should be included in the study of global issues.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

9 Social studies should stress the learning of skills (e.g., research skills, reasoning skills, critical-thinking skills, problem-solving skills) more than the learning of factual content.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

10 When it examines history, the new Social Studies program should concentrate on historical developments that help students understand today's world and emerging issues.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Comments:

11	The new Social Studies program should provide opportunities for the study of current events that are related to curricular outcomes.	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
12	The new Social Studies program should omit topics that are examined in other high school courses (e.g., environmental education, which is covered in senior high science courses) to allow for more in-depth study of other topics.	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
13	Students should use both primary and secondary sources to explore historical events and contemporary issues.	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree

Comments:

Program Outcomes

14	The new Social Studies program should develop higher-order thinking skills; e.g., critical-thinking, analysis, reasoning, problem-solving, synthesis, and evaluation skills.	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
15	The new Social Studies program should foster creativity; e.g., imagination, resourcefulness, ingenuity, innovation, and adaptability.	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
16	Emphasis should be placed on the development of social participation skills (e.g., teamwork skills, communication skills, conflict resolution skills) in the new Social Studies program.	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
17	Students should understand why historical events have been interpreted in different ways.	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
18	Students should learn how to critically evaluate interpretations of history and current events.	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
19	Students should develop inquiry skills; i.e., they should be able to research topics and issues, evaluate evidence, reach appropriate conclusions, and argue for a point of view.	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
20	Students should be able to comprehend and apply the vocabulary, concepts, and methods of the disciplines that constitute social studies; e.g., history, political science, economics, geography, law, anthropology, sociology, psychology.	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree

Comments:

PART C: POTENTIAL THEMES/TOPICS OF STUDY

Instructions: **On the scale provided, rate the suitability of each of the following as a potential theme/topic of study for the new 10–12 Social Studies program by circling the appropriate number.**

21	Canadian History/ Canadian Studies	1 Non-essential	2	3	4	5 Indispensable

22	Democracy and Democratization	1 Non-essential	2	3	4	5 Indispensable
23	Economic Systems/ Economic Policies	1 Non-essential	2	3	4	5 Indispensable
24	Foreign Policy and International Relations	1 Non-essential	2	3	4	5 Indispensable
25	World Religions	1 Non-essential	2	3	4	5 Indispensable
26	Nationalism	1 Non-essential	2	3	4	5 Indispensable
27	Imperialism and Decolonization	1 Non-essential	2	3	4	5 Indispensable
28	Globalization	1 Non-essential	2	3	4	5 Indispensable
29	The Enlightenment, French Revolution and Napoleonic Era	1 Non-essential	2	3	4	5 Indispensable
30	World War I & World War II	1 Non-essential	2	3	4	5 Indispensable
31	The Cold War	1 Non-essential	2	3	4	5 Indispensable
32	Supranationalism and Internationalism	1 Non-essential	2	3	4	5 Indispensable
33	Labour History/Labour Relations	1 Non-essential	2	3	4	5 Indispensable
34	War Crimes, the Holocaust, Genocide, Ethnic Cleansing	1 Non-essential	2	3	4	5 Indispensable
35	Peace Education	1 Non-essential	2	3	4	5 Indispensable
36	Women's History/ Women's Studies	1 Non-essential	2	3	4	5 Indispensable
37	Sustainable Development/ Environmental Issues	1 Non-essential	2	3	4	5 Indispensable
38	Media Awareness/ Media Literacy	1 Non-essential	2	3	4	5 Indispensable
39	Anti-racism Education	1 Non-essential	2	3	4	5 Indispensable
40	Human Population Growth	1 Non-essential	2	3	4	5 Indispensable
41	Global Hunger, Poverty and Disparity	1 Non-essential	2	3	4	5 Indispensable
42	Extremism/Terrorism	1 Non-essential	2	3	4	5 Indispensable
43	Impact of Technology/ Ethics in a Technological Society	1 Non-essential	2	3	4	5 Indispensable

44	Dictatorship/ Authoritarianism	Non-essential	1	2	3	4	5 Indispensable

45 **Other theme/topic suggestions:**

PART D: WRITTEN RESPONSE SECTION

Note: Alberta's existing Senior High Social Studies curriculum can be found on the Internet at: http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/social/default.asp

46 **What knowledge, skills, and attitudes/attributes should a social studies student have at the end of grade 12?**

Knowledge:

Skills:

Attitudes/Attributes:

47 **Which strengths of the existing curriculum are compatible with the new vision and framework for 10–12 Social Studies?**

48 **How should program purpose and program expectations (learning outcomes) in Social Studies 13–23–33 differ from those in Social Studies 10–20–30?**

49 **Other comments/suggestions:**

Thank you for taking the time to complete this questionnaire.

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APPENDIX 3: FRENCH-LANGUAGE VERSION OF THE SENIOR HIGH SOCIAL STUDIES QUESTIONNAIRE

Alberta Learning used this French-language version of the questionnaire to collect quantitative and qualitative data from Francophone respondents.

Questionnaire de Alberta Learning sur les études sociales du secondaire 2e cycle

Quelles décisions ont déjà été prises au sujet du nouveau programme d'études pour les études sociales de l'Alberta?

Après avoir consulté les enseignants, les partenaires en éducation et les principaux intervenants à l'échelle de la province, Alberta Learning entreprend la révision de son programme d'études pour les études sociales, de la maternelle à la 12e année (M-12). Dans cette optique, Alberta Learning a approuvé ce qui suit :

- une vision pour le nouveau programme d'études pour les études sociales M-12;
- une définition des études sociales;
- l'accent sur les concepts de base de la citoyenneté et de l'identité;
- six composantes intégrées;
- une démarche faisant appel à l'examen de perspectives diverses quant aux questions et enjeux des études sociales;
- l'inclusion de perspectives autochtones et francophones;
- l'élaboration d'un programme d'études pour les études sociales M-12 fondé sur des résultats d'apprentissage.

À quoi sert ce questionnaire?

Les recommandations et les données qui ressortiront de ce questionnaire seront prises en considération lors de la préparation de la première ébauche (l'ébauche à des fins de discussion) du nouveau programme d'études pour les études sociales du secondaire 2e cycle. Cette ébauche à des fins de discussion fera l'objet de consultations à l'échelle de la province au printemps 2002. Les changements qui y seront apportés serviront à l'élaboration de la première ébauche du programme d'études prévue pour 2003. Ensuite, d'autres consultations et révisions seront effectuées pour enfin aboutir au programme d'études officiel en 2004.

Dans ce questionnaire, vous êtes invité à donner des réponses à développement et des réponses graduées. Vous n'êtes pas obligé de répondre à toutes les questions. Nous vous remercions d'avoir l'obligeance de participer à cette première étape de l'élaboration du nouveau programme d'études de la 10e à la 12e année.

PARTIE A: RENSEIGNEMENTS SUR LE RÉPONDANT

Je réponds à titre:

☐ d'enseignant d'études sociales du secondaire 2e cycle
  - année scolaire ou cours d'études sociales : ____________________

☐ d'enseignant en milieu francophone
☐ d'enseignant en milieu autochtone
☐ de conseiller pédagogique en études sociales
☐ d'étudiant de niveau collégial ou universitaire
☐ de représentant d'un conseil d'école
☐ de représentant d'un conseil scolaire
☐ de représentant d'une association d'enseignants
☐ d'enseignant en immersion française
☐ de chef de département d'études sociales
☐ d'élève du secondaire 2e cycle
☐ de père ou mère d'élève ou de tuteur
☐ d'administrateur d'école
☐ de conseiller scolaire
☐ de représentant de collège ou d'université

☐ d'enseignant au postsecondaire

☐ de représentant d'une association autochtone

☐ de représentant d'une association culturelle

☐ de membre d'une organisation non gouvernementale

☐ de représentant d'une association francophone

☐ de représentant d'une entreprise ou d'une industrie

☐ de représentant du gouvernement

☐ autre (veuillez préciser) ______________________________

Nom et adresse du répondant (facultatif) : ______________________________

____

____

PARTIE B : STRUCTURE, ORIENTATION ET RÉSULTATS DU PROGRAMME

Directives : Veuillez indiquer quelle est votre réaction à chacun des énoncés suivants en encerclant la réponse qui vous convient. Si vous désirez justifier vos réponses par écrit, vous pouvez le faire en inscrivant vos commentaires dans les cases fournies à cette fin.

Structure du programme

1 Le nouveau programme d'études pour les études sociales devrait comporter moins de sujets d'étude, car cela permettrait de mieux approfondir chaque sujet.

5	4	3	2	1
Tout à fait d'accord	D'accord	Aucune opinion	En désaccord	En complet désaccord

2 Le nouveau programme d'études pour les études sociales 10-12 devrait être organisé de manière séquentielle et s'étendre sur plusieurs années. Les cours ne devraient pas être indépendants.

5	4	3	2	1
Tout à fait d'accord	D'accord	Aucune opinion	En désaccord	En complet désaccord

3 Le contenu du nouveau programme d'études pour les études sociales 10-12 devrait être organisé en segments thématiques; ex : « la démocratie » ou « le nationalisme ».

5	4	3	2	1
Tout à fait d'accord	D'accord	Aucune opinion	En désaccord	En complet désaccord

4 Chaque cours d'études sociales devrait avoir un thème clair permettant une continuité entre chaque cours.

5	4	3	2	1
Tout à fait d'accord	D'accord	Aucune opinion	En désaccord	En complet désaccord

Commentaires :

Orientation du programme

5 Le nouveau programme d'études pour les études sociales 10-12 devrait être axé sur les enjeux.

5	4	3	2	1
Tout à fait d'accord	D'accord	Aucune opinion	En désaccord	En complet désaccord

6 Le nouveau programme d'études pour les études sociales 10-12 devrait surtout être axé sur l'histoire et les enjeux canadiens

5	4	3	2	1
Tout à fait d'accord	D'accord	Aucune opinion	En désaccord	En complet désaccord

7 Le nouveau programme d'études pour les études sociales 10-12 devrait surtout être axé sur l'histoire du monde et sur les enjeux mondiaux.

5	4	3	2	1
Tout à fait d'accord	D'accord	Aucune opinion	En désaccord	En complet désaccord

8 Des exemples canadiens pertinents (études de cas) devraient être intégrés à l'étude des enjeux mondiaux.

5	4	3	2	1
Tout à fait d'accord	D'accord	Aucune opinion	En désaccord	En complet désaccord

9 Les études sociales devraient mettre l'accent sur l'apprentissage d'habiletés et sur les idées, beaucoup plus que sur les faits.

5	4	3	2	1
Tout à fait d'accord	D'accord	Aucune opinion	En désaccord	En complet désaccord

10 Le nouveau programme d'études pour les études sociales devrait être axé sur les événements et les idées historiques qui aident les élèves à comprendre l'état actuel des choses et (ou) les enjeux émergents.

5	4	3	2	1
Tout à fait d'accord	D'accord	Aucune opinion	En désaccord	En complet désaccord

11 Le nouveau programme d'études pour les études sociales devrait donner l'occasion aux élèves d'étudier l'actualité, dans la mesure où elle se rapporte aux résultats d'apprentissage du programme.

5	4	3	2	1
Tout à fait d'accord	D'accord	Aucune opinion	En désaccord	En complet désaccord

12 Le nouveau programme d'études pour les études sociales devrait omettre les sujets qui sont étudiés dans les autres cours du secondaire 2^{e} cycle (ex. : les questions environnementales à l'étude au secondaire 2^{e} cycle) afin de permettre l'étude plus approfondie d'autres sujets.

5	4	3	2	1
Tout à fait d'accord	D'accord	Aucune opinion	En désaccord	En complet désaccord

13 Les élèves devraient recourir à des sources primaires et secondaires pour explorer les événements historiques et les enjeux contemporains.

5	4	3	2	1
Tout à fait d'accord	D'accord	Aucune opinion	En désaccord	En complet désaccord

Commentaires :

Résultats d'apprentissage du programme

Commentaires :

14 Le nouveau programme d'études pour les études sociales devrait permettre d'acquérir des habiletés d'enquête, d'esprit critique, de raisonnement, de résolution de problèmes et d'évaluation.

5	4	3	2	1
Tout à fait d'accord	D'accord	Aucune opinion	En désaccord	En complet désaccord

15 Le nouveau programme d'études pour les études sociales devrait favoriser l'imagination, la créativité, l'ingéniosité, l'innovation, l'ouverture d'esprit, et la capacité de s'adapter et la réflexion personnelle.

5	4	3	2	1
Tout à fait d'accord	D'accord	Aucune opinion	En désaccord	En complet désaccord

16 Dans le cadre du nouveau programme d'études pour les études sociales, l'accent devrait être mis sur l'acquisition des habiletés de communication et le travail d'équipe.

5	4	3	2	1
Tout à fait d'accord	D'accord	Aucune opinion	En désaccord	En complet désaccord

17 Les élèves devraient comprendre comment et pourquoi les événements, les personnages et les peuples, les situations et les changements historiques peuvent être interprétés de différentes manières.

5	4	3	2	1
Tout à fait d'accord	D'accord	Aucune opinion	En désaccord	En complet désaccord

18 Les élèves devraient apprendre comment évaluer, de manière critique, les interprétations de l'histoire et de l'actualité.

5	4	3	2	1
Tout à fait d'accord	D'accord	Aucune opinion	En désaccord	En complet désaccord

19 Les élèves devraient être capables de faire des recherches sur des questions et des enjeux, d'évaluer l'information recueillie, d'aboutir à des conclusions appropriées et de soutenir un point de vue.

5	4	3	2	1
Tout à fait d'accord	D'accord	Aucune opinion	En désaccord	En complet désaccord

20 Les élèves devraient être capables de comprendre et d'employer le vocabulaire, les concepts, les méthodes et les marches à suivre des domaines composant les études sociales; ex : l'histoire, les sciences politiques, l'économie, la géographie, le droit, l'anthropologie, la sociologie et la psychologie.

5	4	3	2	1
Tout à fait d'accord	D'accord	Aucune opinion	En désaccord	En complet désaccord

PARTIE C : THÈMES ET SUJETS D'ÉTUDES POTENTIELS

Directives : À l'aide de l'échelle fournie, cotez la pertinence des éléments indiqués ci-dessous en tant que thèmes ou sujets d'étude possibles du nouveau programme d'études pour les études sociales 10-12 en encerclant le chiffre approprié.

21	Histoire canadienne Études canadiennes	5 Indispensable	4	3	2	1 Pas essentiel
22	Démocratie et démocratisation	5 Indispensable	4	3	2	1 Pas essentiel
23	Systèmes économiques Politiques économiques	5 Indispensable	4	3	2	1 Pas essentiel

24	Politique étrangère et relations internationales	5 Indispensable	4	3	2	1 Pas essentiel
25	Religions du monde	5 Indispensable	4	3	2	1 Pas essentiel
26	Nationalisme	5 Indispensable	4	3	2	1 Pas essentiel
27	Impérialisme et décolonisation	5 Indispensable	4	3	2	1 Pas essentiel
28	Mondialisation	5 Indispensable	4	3	2	1 Pas essentiel
29	Siècle des lumières, révolution française, ère napoléonienne	5 Indispensable	4	3	2	1 Pas essentiel
30	Première Guerre mondiale et Deuxième Guerre mondiale	5 Indispensable	4	3	2	1 Pas essentiel
31	Guerre froide	5 Indispensable	4	3	2	1 Pas essentiel
32	Supranationalisme et internationalisme	5 Indispensable	4	3	2	1 Pas essentiel
33	Histoire du travail Relations de travail	5 Indispensable	4	3	2	1 Pas essentiel
34	Crimes de guerre, holocauste, génocide, purification ethnique	5 Indispensable	4	3	2	1 Pas essentiel
35	Éducation à la paix	5 Indispensable	4	3	2	1 Pas essentiel
36	Histoire de la femme Étude de la condition féminine	5 Indispensable	4	3	2	1 Pas essentiel
37	Développement durable Enjeux environnementaux	5 Indispensable	4	3	2	1 Pas essentiel
38	Sensibilisation aux médias Étude des médias	5 Indispensable	4	3	2	1 Pas essentiel
39	Étude de la lutte contre le racisme	5 Indispensable	4	3	2	1 Pas essentiel
40	Accroissement démographique	5 Indispensable	4	3	2	1 Pas essentiel
41	Faim dans le monde, pauvreté et disparité	5 Indispensable	4	3	2	1 Pas essentiel
42	Extrémisme Terrorisme	5 Indispensable	4	3	2	1 Pas essentiel
43	Incidences de la technologie Éthique d'une société technologique	5 Indispensable	4	3	2	1 Pas essentiel
44	Dictature Autoritarisme	5 Indispensable	4	3	2	1 Pas essentiel

45 **Suggestions concernant d'autres thèmes et sujets:**

PARTIE D : SECTION DES QUESTIONS À DÉVELOPPEMENT

Remarque : Le programme d'études actuel pour les études sociales de l'Alberta est accessible à l'adresse http://www.learning.gov.ab.ca/french/EtudesSociales/default.asp

46 **À la fin de la 12^{e} année, quelles devraient êtres les connaissances, les habiletés et les attitudes ou qualités d'un élève d'études sociales?**

Connaissances :

Habiletés :

Attitudes ou qualités :

47 **Quels points forts du programme d'études actuel sont compatibles avec la nouvelle vision et le cadre de référence des études sociales 10-12?**

48 **En quoi l'objet et les attentes du programme (résultats d'apprentissage) des études sociales 13–23–33 devraient-ils différer de ceux des études sociales 10–20–30?**

49 **Autres commentaires ou suggestions :**

Nous vous remercions d'avoir pris le temps de remplir ce questionnaire.

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APPENDIX 4:
ADAPTED QUESTIONNAIRE USED IN ABORIGINAL CONSULTATIONS

During the needs assessment process, Aboriginal respondents recommended that the questionnaire be adapted for use in Aboriginal consultations. Representatives of Alberta Learning's Aboriginal Services Branch worked together with the Curriculum Branch's Program Manager for Aboriginal Content and the 10–12 Social Studies Consultant to create a specialized survey instrument for use in consultations in Aboriginal schools and communities. Four questions (A1–A4) were inserted at the beginning of the questionnaire to make the questionnaire more accessible and relevant for Aboriginal respondents. The "Respondent Information Section" on the front page was also adapted for the same reasons. Otherwise, the instrument remained the same as the original questionnaire. Answers to questions A1–A4 were treated as responses to item 49 and analyzed in Section Thirteen of this report.

What has been decided about the new Alberta Social Studies curriculum?

After province-wide consultations with teachers, educational partners, and key stakeholders, Alberta Learning is revising its K–12 Social Studies program. To this point, Alberta Learning has approved the following:

- a vision for a new K–12 Social Studies program
- a definition of social studies
- a diverse perspectives approach to social studies topics and issues
- inclusion of Aboriginal and Francophone perspectives
- an emphasis on the core concepts of citizenship and identity
- six program strands
- the development of an outcomes-based K–12 Social Studies curriculum.

What is the purpose of this questionnaire?

Recommendations and data from this questionnaire will be taken into consideration during the preparation of the first draft (Discussion Draft) of the new senior high Social Studies program. This Discussion Draft will be the focus of province-wide consultations in the spring of 2002. Subsequent revisions will result in a Draft Program of Studies in 2003. Further consultations and revisions will culminate in a Program of Studies in 2004.

On this questionnaire, you are invited to provide both written and scaled responses. You may selectively respond to this survey by passing over any item(s) upon which you do not wish to comment. Thank you for your participation in the first stage of development of the new 10–12 Social Studies program.

RESPONDENT INFORMATION

I am responding as a(n):

☐ Aboriginal social studies teacher
  - social studies courses: ____________________

☐ Non-Aboriginal social studies teacher in an Aboriginal community
  - social studies courses: ____________________

☐ Aboriginal high school student
☐ elder
☐ Aboriginal college/university student
☐ administrator in an Aboriginal school
☐ other (please specify) ____________________

☐ Aboriginal parent/guardian
☐ Aboriginal educational consultant
☐ Aboriginal post-secondary educator
☐ band administrator

Name and address of respondent (optional): ____________________

Respondent's First Nation, Métis or Inuit community (optional): ____________________

Respondent's treaty area (optional): ____________________

PART A: ABORIGINAL PERSPECTIVES ON SOCIAL STUDIES EDUCATION

A1 From the perspective of an Aboriginal person, what are the weaknesses of Alberta's existing high school Social Studies program?

A2 What Aboriginal issues and topics should be explored in Alberta's new high school Social Studies program?

A3 Should the new high school Social Studies program focus on issues and topics that are covered in the new Aboriginal Studies 10–20–30 program? Why or why not?

A4 What should the new Social Studies program do to better meet the needs of Alberta's Aboriginal high school students?

PART B: PROGRAM STRUCTURE, FOCUS AND OUTCOMES

Instructions: Please indicate your reaction to each of the following statements by circling the appropriate response.

A comment box is provided should you wish to qualify any response(s) in writing.

Program Structure

1 The new Social Studies program should have fewer curricular topics than the existing program to allow for more in-depth study of each topic.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

2 The new 10-12 Social Studies program should be organized to provide for multi-year, sequential study—not "stand-alone" courses; i.e., each course should provide knowledge, skills and understandings that are a necessary foundation for success in the next course.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

3 Content in the new 10–12 Social Studies curriculum should be organized into thematic units; e.g., "Democracy" or "Nationalism."

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

4 Each Social Studies course should have one clear unifying theme.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Comments:

Program Focus

5 The new 10–12 Social Studies curriculum should be issues-centred (i.e., it should examine important questions on which public opinion is very divided).

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

6 The new 10–12 Social Studies program should focus mainly on Canadian history and Canadian issues.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

7 The new 10–12 Social Studies program should focus mainly on world history and global issues.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

8 Relevant Canadian examples (case studies) should be included in the study of global issues.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

9 Social studies should stress the learning of skills (e.g., research skills, reasoning skills, critical-thinking skills, problem-solving skills) more than the learning of factual content.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

10 When it examines history, the new Social Studies program should concentrate on historical developments that help students understand today's world and emerging issues.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Comments:

11	The new Social Studies program should provide opportunities for the study of current events that are related to curricular outcomes. 1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree	Comments:
12	The new Social Studies program should omit topics that are examined in other high school courses (e.g. environmental education which is covered in senior high science courses) to allow for more in-depth study of other topics. 1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree	
13	Students should use both primary and secondary sources to explore historical events and contemporary issues. 1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree	

Program Outcomes

14	The new Social Studies program should develop higher-order thinking skills; e.g., critical-thinking, analysis, reasoning, problem-solving, synthesis, and evaluation skills. 1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree	Comments:
15	The new Social Studies program should foster creativity; e.g., imagination, resourcefulness, ingenuity, innovation, and adaptability. 1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree	
16	Emphasis should be placed on the development of social participation skills (e.g., teamwork skills, communication skills, conflict resolution skills) in the new Social Studies program. 1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree	
17	Students should understand why historical events have been interpreted in different ways. 1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree	
18	Students should learn how to critically evaluate interpretations of history and current events. 1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree	
19	Students should develop inquiry skills; i.e., they should be able to research topics and issues, evaluate evidence, reach appropriate conclusions, and argue for a point of view. 1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree	
20	Students should be able to comprehend and apply the vocabulary, concepts, and methods of the disciplines that constitute social studies; e.g., history, political science, economics, geography, law, anthropology, sociology, psychology. 1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree	

PART C: POTENTIAL THEMES/TOPICS OF STUDY

Instructions: **On the scale provided, rate the suitability of each of the following as a potential theme/topic of study for the new 10–12 Social Studies program by circling the appropriate number.**

21	Canadian History/ Canadian Studies	1 Non-essential 2 3 4 5 Indispensable

22	Democracy and Democratization	Non-essential 1	2	3	4	5 Indispensable
23	Economic Systems/ Economic Policies	Non-essential 1	2	3	4	5 Indispensable
24	Foreign Policy and International Relations	Non-essential 1	2	3	4	5 Indispensable
25	World Religions	Non-essential 1	2	3	4	5 Indispensable
26	Nationalism	Non-essential 1	2	3	4	5 Indispensable
27	Imperialism and Decolonization	Non-essential 1	2	3	4	5 Indispensable
28	Globalization	Non-essential 1	2	3	4	5 Indispensable
29	The Enlightenment, French Revolution and Napoleonic Era	Non-essential 1	2	3	4	5 Indispensable
30	World War I & World War II	Non-essential 1	2	3	4	5 Indispensable
31	The Cold War	Non-essential 1	2	3	4	5 Indispensable
32	Supranationalism and Internationalism	Non-essential 1	2	3	4	5 Indispensable
33	Labour History/Labour Relations	Non-essential 1	2	3	4	5 Indispensable
34	War Crimes, the Holocaust, Genocide, Ethnic Cleansing	Non-essential 1	2	3	4	5 Indispensable
35	Peace Education	Non-essential 1	2	3	4	5 Indispensable
36	Women's History/ Women's Studies	Non-essential 1	2	3	4	5 Indispensable
37	Sustainable Development/ Environmental Issues	Non-essential 1	2	3	4	5 Indispensable
38	Media Awareness/ Media Literacy	Non-essential 1	2	3	4	5 Indispensable
39	Anti-racism Education	Non-essential 1	2	3	4	5 Indispensable
40	Human Population Growth	Non-essential 1	2	3	4	5 Indispensable
41	Global Hunger, Poverty and Disparity	Non-essential 1	2	3	4	5 Indispensable
42	Extremism/Terrorism	Non-essential 1	2	3	4	5 Indispensable
43	Impact of Technology/ Ethics in a Technological Society	Non-essential 1	2	3	4	5 Indispensable

44	Dictatorship/ Authoritarianism	1 2 3 4 5 Non-essential Indispensable

45 **Other theme/topic suggestions:**

PART D: WRITTEN RESPONSE SECTION

Note: Alberta's existing Senior High Social Studies curriculum can be found on the Internet at: http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/social/default.asp

46 **What knowledge, skills, and attitudes/attributes should a social studies student have at the end of grade 12?**

Knowledge:

Skills:

Attitudes/Attributes:

47 **Which strengths of the existing curriculum are compatible with the new vision and framework for 10–12 Social Studies?**

48 **How should program purpose and program expectations (learning outcomes) in Social Studies 13–23–33 differ from those in Social Studies 10–20–30?**

49 **Other comments/suggestions:**

Thank you for taking the time to complete this questionnaire.

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APPENDIX 5:
LIST OF PARTICIPATING HIGH SCHOOLS, SCHOOL DIVISIONS, INSTITUTIONS AND ASSOCIATIONS

Thank you to all of the teachers, students and stakeholders from across the province who participated in the needs assessment process. Participants' high schools, school divisions, institutions and organizations included:

Alberta College
Alberta Community Development
Alberta Distant Learning Centre
Alberta School Boards Association
Alberta Social Studies K–12 Advisory Committee
Alberta Social Studies K–12 Teacher Review and Development Committee
Alberta Teachers' Association
Archbishop Jordan Catholic High School
Archbishop Macdonald High School
Archbishop O'Leary High School
Ardrossan Junior/Senior High School
Ascension High School
Association canadienne-francaise de l'Alberta
Austin O'Brien High School
Battle River School Division
Bawlf School
Beaumont Composite
Bert Church High School
Bev Facey Community High School
Bishop Carroll High School
Bishop Grandin High School
Bishop McNally High School
Black Gold School Division
Bowness High School
Bow Valley High School
Buffalo Lake Métis Settlement School
Cadotte Lake High School
Calgary Roman Catholic School District
Calgary School District No. 19
Calmar High School
Camrose Composite High School
Catholic Central High School
Central Alberta Christian
Central High Sedgewick Public School
Central Memorial High School
Central Peace High School
Centre High School
Chestermere High School
Chinook's Edge School Division
Cochrane High School
Composite High School, Fort McMurray
Composite High School, Grande Prairie
Crescent Heights High School, Calgary
Crescent Heights High School, Medicine Hat
Crestwood School
Crowsnest Consolidated High School
Didsbury High School
Dr. E.P. Scarlett High School
Dr. Mary Jackson School
Eastglen High School
East Prairie Métis School
École Maurice-Lavallée
École Secondaire Beaumont Composite High School
École Secondaire Sainte Marguerite d'Youville
Edmonton Catholic Schools
Edmonton Public Schools
Education Institute – Calgary
Edwin Parr Composite High School
Elizabeth Métis Settlement School
Elk Island Public Schools Regional Division
Equilibrium – International Ernest
Manning High School
E.W. Pratt High School
Father Lacombe High School
Father Patrick Mercredi Community High School
Federation des parents Francophones de l'Alberta
Fifth on Fifth High School
First Nations Adult and Higher Education Consortium
Forest Lawn High School
Fort McMurray Catholic School District
Fort McMurray Public School District
Fort Saskatchewan High School
Fort Vermilion Public School
George McDougall High School
Grande Prairie Christian School
Grande Prairie Composite High School
Grande Prairie Roman Catholic Separate School District
Grande Prairie School District
Grasslands Public School
Greater North Central Francophone Education Region
Greater St. Albert Catholic Schools
Gus Wetter School
Harry Ainlay High School
Henry Wise Wood High School
Heritage Academy
Hillside Junior/Senior High School
Hilltop High School
H.J. Cody High School
Holy Spirit Catholic Separate Regional School Division
Holy Trinity High School
Hunting Hills High School
Innisfail Junior/Senior High School
Jack James High School
James Fowler High School
Jasper Place High School
J.C. Charyk School
J.H. Picard High School
J. Percy Page High School
John J. Diefenbaker High School
John Maland High School
John Paul II High School
Kainai High School
Koinonia Christian School
Lamont High School
L'Académie Vimy Ridge
Leduc Composite High School
Lester B. Pearson High School
Lethbridge Community College
Lethbridge School District
Lindsay Thurber Comprehensive High School
Lord Beaverbrook High School
Lord Shaughnessy High School
Louise Dean Centre
Louis St. Laurent High School
Magrath High School
Mayerthorpe Junior/Senior High School
McCoy High School
McNally High School
Medicine Hat High School
Medicine Hat School District
M.E. LaZerte High School
Memorial Composite High School
Métis Nation of Alberta Association
Mistassiniy School
Morinville Community High School
Native Student Services
Neerlandia School
New Sarepta Community High School
Nipsihkopahk Secondary School
Northern Lights School Division
Notre Dame Collegiate, High River
Notre Dame High School, Red Deer
Old Scona Academic High School
Olds Junior/Senior High School
Onoway High School
Pace Outreach School
Paul Kane High School
Paul Rowe Junior/Senior High School
Peace River High School
Queen Elizabeth High School, Edmonton
Queen Elizabeth Junior/Senior High School, Calgary
Red Deer Catholic Regional Division
Red Deer School District
River Glen School
Rocky View School Division
Ross Sheppard High School
St. Albert Catholic High School
St. Albert Protestant Separate School District
St. Anne High School
St. Francis High School
St. Francis Xavier High School
St. Jerome's School
St. Joseph Catholic High School, Grande Prairie
St. Joseph's High School, Edmonton
St. Martin de Porres High School
St. Mary's School
St. Mary's High School, Calgary
St. Matthew Catholic School
St. Michael's School
St. Thomas More Roman Catholic School
Salisbury Composite High School
School of Hope
Secretariat francophone de l'Alberta
Sir William Van Horne High School
Sir Winston Churchill High School
Springbank Community High School
Strathcona Christian Academy
Strathcona Composite High School
Strathmore High School
Sundrie High School
Swan River First Nations School
Tempo School
Thorsby Junior/Senior High School
Tofield School
Treaty 6
Treaty 7
Vegreville Composite High School
Western Canada High School
Westwood Community High School
William Aberhart High School
Winston Churchill High School, Lethbridge
University of Alberta
University of Calgary
Victoria High School
W.G. Murdoch School
W.P. Wagner High School

M121

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APPENDIX 6:
RESPONDENTS' REPRESENTATIVE COMMENTS ON ITEMS 1–20

Representative samples of respondents' written comments are provided in this appendix and subsequent appendices to contextualize the dominant trends in the quantitative data and to illuminate the reasons behind respondents' general recommendations.

Each comment from a teacher, student or stakeholder is preceded by the number assigned to that respondent's questionnaire in the needs assessment database.

Item 1 invited respondents to react to the following proposal: "The new Social Studies program should have fewer curricular topics than the existing program to allow for more in-depth study of each topic."

Representative Teacher Comments on Item 1

297 - There is too much breadth to the curriculum. We need to reduce it and allow for more depth.

715 - If we limited the amount of topics we, as teachers, could make the learning process more "fun"; e.g., more time for mock parliaments, UNs, role plays, elections. We could also add more research into issues.

734 - Crucial: Please limit/narrow the focus of the curriculum especially in Social Studies 30 and Social Studies 20 Topic B. The open-endedness e.g., "UN peacekeeping" means the students can and will be tested on any number of events, forcing teachers to teach it all—too quickly and too generally—because it might show up on the exam. As Oberg and Booi both stated in July, social studies is too hard/heavy. Cut it down!! For the kids' sake!!!

1187 - Narrowing down content will provide students with the time to build skills and solve problems—rather than simply recall information.

941 - Political pressures must not be allowed to create a curriculum so broad and inclusive that teachers are shackled with too much material. Students will get more out of fewer topics covered more thoroughly. Also this gives students more time to learn a variety of perspectives on issues and events. This avoids a one-dimensional knowledge-based approach.

785 - We need to establish a clear "end point" so that a course does not continue to get longer and longer (like the current Social Studies 30 where each semester there are another six months of events to cover).

143 - It feels we are just skimming over so many events—no time for in-depth study—or we have to sacrifice other areas.

1102 - I find at present there is so much to cover that, if you have a class with a special interest in a topic within the curriculum, you are so limited with time constraints (because you have to complete the curriculum in preparation for standardized tests) that you lose an opportunity to explore issues and create enthusiasm.

921 - In Social 30 we never have enough time to go in-depth and they [students] are rushed through the subject matter. So, how can we spread this dynamic material around?

1241 - The most difficult element that we face is attempting to cover the breadth of the current curriculum with enough detail for it to mean anything to the learner.

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1241 - The most difficult element that we face is attempting to cover the breadth of the current curriculum with enough detail for it to mean anything to the learner.

97 - Cut back on the overall curriculum, especially in Social 30 and 33—it's just too much. It's not fair for the students.

1272 - How can one do any in-depth study/research when you can't spend more than 2–3 days on any topic?

1725 - Il faut seulement alléger cetains cours.

775 - Social Studies 30 cannot get any larger and really should be scaled back. Students and teachers need more time to develop skills and attitudes. More time is needed for enrichment activities.

803 - The content is too heavily packed into too short a time. We are expected to complete the curriculum, teach the content, teach essay writing and still somehow make it creative? An impossible task. And, as a result, the workload is being forced onto students thus increasing their stress levels rather than making them interested in the world around them.

1645 - I enjoy teaching Social Studies ... My only problem is time. A 4-month semester is not enough time to cover the topics—especially to prepare for departmental exams.

90 - The prescribed program of studies in high school is far too extensive. There is too much to teach and students have far too much to learn in each course. ... Students have stated that they are frustrated because they move too fast. They want more time to do actual "research". They are tired of galloping along.

Representative Student Comments on Item 1

7 - Too much to learn, in too little time—especially grade 12 (Social 30). You're constantly touching on the subject but not going into depth. The curriculum is an overstuffed pillow and you keep trying to stuff it even more.

1365 - More understanding comes from more in-depth study.

15 - When we skip quickly over to new topics, the topics we study are easily forgotten.

783 - Usually there is not enough time to do some in-depth learning. Students are rushed to finish a unit and then move on to a new one. Tests/exams come and go quickly but sometimes I feel as though nothing is sinking in, due to the fact that the curriculum is rushed so much.

70 - It is better if we can know a few topics very well instead of knowing a bazillion topics not well at all.

1702 - Il y a trop à apprendre. C'est trop lourde avec les autres sujets.

608 - There should be more information on modern issues, more hands-on learning, and more time for movies (not just documentaries, but modern movies). There should be more field trips, guest speakers, group projects, and class discussions. There should be more time spent on individual topics.

682 - There is too much to cover in one semester. It always feels like I'm rushed. It would also help if there were fun projects, assignments, or marked homework to do—not just copying notes, listening and memorizing.

961 - There is more information to learn than time to learn it.

823 - There should be less topics covered in Social Studies 30. It may be beneficial to use the extra time to develop skills such as debating and group projects to develop communicative and cooperative skills. Media awareness can also aid in critical thinking skills as well as in debating. More time should be spent relating history to today's issues.

79 - With fewer topics, the important information would be looked at more in depth and any filler information should be left out.

967 - [There should be] fewer curricular topics so we can go more in depth on topics. More debating and different styles of learning—rather than just worksheets—would be good; but, in order to be able to do that, we need less topics in the curriculum.

1597 - There should be a smaller curriculum in order to spend more time on important topics or sections that are difficult to understand.

18 - Take things out of the curriculum to allow for a better understanding on specific topics.

640 - We keep touching just the top of the surface.

829 - I believe the new social program should focus on two or three major issues, rather than five or six less-important ones.

1384 - With fewer topics it would allow students to understand things better and it would allow for more interaction in the course.

163 - I don't really mind the curriculum other than the fact that it goes way too quickly and there is way too much stuff to cover.

104 - I think that if there were more in-depth study of the topics, students would learn more, than just going over everything on a wide basis, and really only knowing the basics.

799 - I believe that Social Studies 30 is effective, except for the fact that there is too much information to cover—which limits the level of understanding. A course like Social Studies 20 gave students an opportunity to do creative projects and to achieve a greater level of understanding in my opinion.

783 - Usually, there is not enough time to do some in-depth learning. Students are rushed to finish a unit and then move on to a new one. Tests/exams come and go quickly but sometimes I feel as though nothing is sinking in, due to the fact that the curriculum is rushed so much.

1539 - Allow more time for in-depth specific research, presenting things to class, and student-to-student teaching.

1328 - Depth provides greater development of critical thinking skills.

1380 - Topics should be covered in enough depth that students understand them without getting bored.

530 - Social Studies 30 is too difficult. The vast amount of information that we are expected to learn is crazy. Social Studies 30 needs to be split up into two separate 5-credit diploma courses.

Representative Comments from Other Respondents on Item 1

1568 - The content in Social 30 is overwhelming. If we lessen the amount of content, teachers could be more flexible which would also benefit students.

770 - Don't keep packing Social Studies 20 and 30 with "add-on content".

1622 - Social studies needs to come alive. It needs to be integrative, relevant and dynamic. Teachers and students need to have the opportunity to delve into the subject, not just skim the surface. Students and teachers are ambivalent regarding social studies—this needs to change!

845 - We cannot keep expanding content in 10–12 because it is monumental.

1625 - Right now, content is too heavy. There is not enough room to go in depth into issues and bring in multiple perspectives.

312 - Possible content for testing is far too broad for Social 30. Either limit the course content or split the course.

399 - We need deep understanding rather than coverage.

395 - Social 30 is currently overwhelming in scope and expectations. Split content into two courses and better prepare students for further study and/or lifelong interest in world topics and conditions.

112 - 137

M121

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Item 2 invited respondents to react to the following proposal: "The new 10–12 Social Studies program should be organized to provide for multi-year, sequential study—not "stand-alone" courses; i.e., each course should provide knowledge, skills and understandings that are a necessary foundation for success in the next course."

Representative Teacher Comments on Item 2

133 - Better organization would help to solve duplication of topics. [The program] needs cohesion.
737 - Include more continuity between the grade levels, less bulk, less repetition, and a stronger emphasis on attitude outcomes. As well, students should walk away with "usable" knowledge, skills and attitudes, not aspects they can simply forget after a departmental exam.
814 - To an extent, years should be linked, but repetition should be avoided.
919 - Is history ever "stand alone"? A sequence or building towards an end makes more sense.
820 - There should be an overlying theme in each division with each grade focusing on different aspects of the theme.
440 - Make 10 to 12 sequential. Spread it out fairly at each grade level.
1012 - Sequential units should be based on skills more than content.
1243 - As things are, concepts learned in previous years help better understand the current curriculum (i.e., the idea of nationalism reoccurs, but in different contexts). The new program should be similar.
1278 - Having similar themes in each grade, with progressively more depth of understanding would be ideal.

Representative Student Comments on Item 2

75 - Each year has to connect to the next. Otherwise we see it as pointless.
90 - Students find it easier to build on concepts/themes in successive years/semesters.
1380 - By building on skills each year it's easier to provide students with better understanding and ensures that they remember important skills.
245 - It is good to have courses that blend together to show that they are related.
1380 - Topics should be covered in enough depth that students understand them without getting bored. By building on skills each year it's easier to provide students with better understanding and ensures that they remember important skills.
190 - I think that each year you should learn things that will benefit you in the years to follow.
732 - There should be less repetition [in the social studies program]; we learn the same thing every second year.
1486 - Courses should tie in to each other.
345 - This allows for less overlap [between social studies courses].
998 - I think having linked courses would help by applying what we have learnt to another issue [in the next course(s)].
598 - By completing one course a student should be better prepared for the next.
1019 - Each course should lead to the rest.
217 - The linking of the senior high courses is a very good idea.
748 - One year should be very in-depth and then not done again and again.

Representative Comments from Other Respondents on Item 2

830 - Make sure there is a logical progression from grade 9 to 10, from grade 10 to 11, and from grade 11 to 12.
434 - There should be obvious continuity within a course; the whole process should be cyclical and build on past courses. This more closely models post-secondary studies.
1607 - The course topics should deepen, not merely repeat the exposure. Students at each grade level need to be taught to practice inquiry and critical analysis skills more rigorously.
421 - High school courses should be discrete and yet interrelated.

Item 3 invited respondents to react to the following proposal: "Content in the new 10–12 Social Studies curriculum should be organized into thematic units; e.g., 'Democracy' or 'Nationalism'."

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1179 - There should be one "sweeping" theme a year, with four sub-themes per sweeping theme.
804 - We need to establish a clear "endpoint" so that a course does not continue to get longer and longer (like the current Social Studies 30 where each semester there are 1/2 year of events more to cover.)
928 - Themes allow for greater diversity of approaches.
144 - A merge of theme and chronology is best.
1270 - A themes-based curriculum should be retained.
771 - Fix Social Studies 20 Topic B. There are too many varied approaches to this topic. Get some clear content and expectations for this section.
930 - Traditionally, historical content has been limited to chronological proximity—whereby more recent events been deemed more relevant; this is not necessarily so. Using a more thematic approach would allow for a selection of the best (not just the most recent) examples.

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642 - When it comes to studying, it is easier for a student to know what to study, if it is in one unit.
739 - This allows for easier organization and understanding.
1535 - Smaller sections help to get into a mindset.
818 - We need clear topics to learn.
398 - It [a thematically-structured program] makes it easier to study or break down; but, at the same time, it should be emphasized that they [thematic units] are interconnected.
1008 - It [a thematically-structured curriculum] makes it easier to understand and it [learning] doesn't get all muddled up.
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Representative Comments from Other Respondents on Item 3

702 - Students should pick up the facts naturally if the thematic structure is well laid out.
1617 - Social studies needs to focus more on teaching concepts, not content.

Item 4 invited respondents to react to the following proposal: "Each Social Studies course should have one clear unifying theme."

Representative Teacher Comments on Item 4

581 - A unifying theme gives the student opportunity for a clearer focus.
751 - Social Studies 20 Topic B is an example of what not to do! There is no clear direction, too much choice, and the connections to other sections of curriculum are rather tenuous.
1222 - I think that Social Studies 23 is a hodgepodge. It needs major work!
368 - The curriculum should be less disjointed. The idea of a Social Studies 30 split [into a political economy course and a history course] is excellent.
930 - A unit about nationalism should be about nationalism, not everything you've always wanted to know about the French Revolution.
355 - The connection between themes must be shown.
1278 - We have the basic infrastructure, but do not emphasize similar themes at each level. Allow the students to take a theme to the next levels of understanding over three years and greater success will result in my estimation!

Representative Student Comments on Item 4

84 - Really make sure everything connects and that it is being taught for a reason.
108 - There should be a specific topic studied in each grade to ensure that students can learn the most they can. It would be nice to be able to study more topics, but there is always too much in the curriculum to get it all in.
1022 - I definitely think that each course should have its own common theme for the curriculum. In doing so, students will not become confused in their studies.
540 - Only things that are really relevant should be studied in depth. If something is divided into individual topics but still related to a unifying theme, this is effective.
935 - Each social level [course] should focus on one particular theme or idea, instead of jumping around.
545 - The curriculum should be more focused instead of jumping around.
768 - I feel that the units should flow in a linear pattern, but still have a [unifying] theme.
70 - It would be easier for students to understand if topics tied together.
309 - Overlap can be helpful in understanding concepts.
491 - This would help to tie the course together; sometimes it seems to jump around.
598 - It [a unifying theme] makes the course easier to understand.
705 - I think Social is a great subject but it gets really confusing if you are all over. Stop jumping all over the place.
335 - Different subjects can then all be linked and these links can be discussed, discovered in class.

796 - There should be a larger topic with sub-topics—as long as it isn't repetitive and boring.

Representative Comments from Other Respondents on Item 4

434 - All topics should be placed in a context of connectedness.
399 - I would like to see 3 years of senior social on common themes.
702 - Students should pick up the facts naturally if the thematic structure is well laid out.

Item 5 invited respondents to react to the following proposal: "The new 10–12 Social Studies curriculum should be issues-centred (i.e., it should examine important questions on which public opinion is very divided)."

Representative Teacher Comments on Item 5

752 - Issues-based curriculum is good. It focuses on critical thinking and knowledge.
1295 - An issues-based curriculum is relevant to students.
846 - Issues, inquiry, and the "big questions" are absolutely essential to make any learning relevant.
832 - The curriculum should have a set of KSAs [knowledge, skill, and attitude objectives] that will lead to an issue-based curriculum. We need to direct students to project-based education that will require complex and competent skills to uncover the curriculum. There should be broad-based evaluation guidelines to avoid narrow focuses of evaluation.
1649 - Students should learn to value the diversity of perspectives, ways of seeing the world, and be willing to learn from these.
1255 - The program should be issues-centred, so that skills and ideas are stressed rather than facts.
782 - We seem to lose students when we get bogged down in the history and we forget the issues.
762 - Major goals of high school social studies should be … to develop critical thinking and to understand differing perspectives on issues.
547 - Social studies should be an academic discipline as opposed to one that attempts to socialize students into a particular way of thinking.
819 - Issues/inquiry based studies makes sense!
127 - There should be more opportunity for exploration of opinions through essays, debates and field trips/guest speakers.
1662 - Public opinion changes so frequently. Students need to examine (and be exposed to) a variety of issues that allow them to impartially formulate a stand.

Representative Student Comments on Item 5

184 - If social were issues-centred, this would get us to use our minds and establish an opinion on things.

338 - [There should be] more debate and discussion: this is where students will develop real-life skills and opinions … Issues make the course much more interesting.

Representative Comments from Other Respondents on Item 3

702 - Students should pick up the facts naturally if the thematic structure is well laid out.
1617 - Social studies needs to focus more on teaching concepts, not content.

Item 4 invited respondents to react to the following proposal: "Each Social Studies course should have one clear unifying theme."

Representative Teacher Comments on Item 4

581 - A unifying theme gives the student opportunity for a clearer focus.
751 - Social Studies 20 Topic B is an example of what not to do! There is no clear direction, too much choice, and the connections to other sections of curriculum are rather tenuous.
1222 - I think that Social Studies 23 is a hodgepodge. It needs major work!
368 - The curriculum should be less disjointed. The idea of a Social Studies 30 split [into a political economy course and a history course] is excellent.
930 - A unit about nationalism should be about nationalism, not everything you've always wanted to know about the French Revolution.
355 - The connection between themes must be shown.
1278 - We have the basic infrastructure, but do not emphasize similar themes at each level. Allow the students to take a theme to the next levels of understanding over three years and greater success will result in my estimation!

Representative Student Comments on Item 4

84 - Really make sure everything connects and that it is being taught for a reason.
108 - There should be a specific topic studied in each grade to ensure that students can learn the most they can. It would be nice to be able to study more topics, but there is always too much in the curriculum to get it all in.
1022 - I definitely think that each course should have its own common theme for the curriculum. In doing so, students will not become confused in their studies.
540 - Only things that are really relevant should be studied in depth. If something is divided into individual topics but still related to a unifying theme, this is effective.
935 - Each social level [course] should focus on one particular theme or idea, instead of jumping around.
545 - The curriculum should be more focused instead of jumping around.
768 - I feel that the units should flow in a linear pattern, but still have a [unifying] theme.
70 - It would be easier for students to understand if topics tied together.
309 - Overlap can be helpful in understanding concepts.
491 - This would help to tie the course together; sometimes it seems to jump around.
598 - It [a unifying theme] makes the course easier to understand.
705 - I think Social is a great subject but it gets really confusing if you are all over. Stop jumping all over the place.
335 - Different subjects can then all be linked and these links can be discussed, discovered in class.

796 - There should be a larger topic with sub-topics—as long as it isn't repetitive and boring.

Representative Comments from Other Respondents on Item 4

434 - All topics should be placed in a context of connectedness.
399 - I would like to see 3 years of senior social on common themes.
702 - Students should pick up the facts naturally if the thematic structure is well laid out.

Item 5 invited respondents to react to the following proposal: "The new 10–12 Social Studies curriculum should be issues-centred (i.e., it should examine important questions on which public opinion is very divided)."

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184 - If social were issues-centred, this would get us to use our minds and establish an opinion on things.

338 - [There should be] more debate and discussion: this is where students will develop real-life skills and opinions … Issues make the course much more interesting.

1150 - Our world is an exciting place and the social curriculum should focus more on issues impacting us right now. Students should be encouraged to share their opinions and discuss them.

1507 - Bias is extremely common in textbooks and video sources used in classrooms. These biases should be reduced as much as realistically possible … Social studies should provide us students with … the ability and encouragement to develop our own interpretations of events—and the philosophies and the ability to express them.

33 - Social seems to look at history as bad guys vs. good guys. We don't really get the chance to decide for ourselves what was right or wrong, or if anyone was right or wrong.

172 - I think it [course content] should be lessened and there should be more open discussions on issues.

1544 - Students should develop the ability to choose a side to an issue and debate it. They should be able to recognize and critically analyze various sides to an issue.

947 - Students should be able to take an issue and debate it intelligently. They should be able to use the information they have learned to back up any views that they might have.

1473 - A social studies course should prime students for forming their own opinions and viewpoints.

33 - For us to make decisions and form opinions we need to be educated about issues not sheltered from them.

394 - There should be less videos and more discussion and debate. No one pays attention to videos and people benefit way more from an involved conversation.

914 - Remove some topics or units, so more exploration of other issues can be examined.

812 - Controversial topics create great discussions and help develop an open mind.

394 - A student should be able to have an intelligent conversation pertaining to important issues or politics and should be able to defend his/her views.

1324 - In social studies, there should be an open-minded approach to issues. The program should develop students' confidence in developing own opinions.

1132 - Class debates and conversations are fun and help students formulate differing opinions and develop communication skills.

1384 - A student should be able to understand the various sides to issues, formulate their own opinions and then be able to defend these opinions.

1377 - They [students] should be able to come up with their own opinions of world issues.

402 - Students should have the ability to properly and factually support arguments and ideas involving political, economic and historical issues, as well as the ability to tie such knowledge and skills into current issues.

947 - I think that the curriculum should not try to shape someone's attitude but merely show students the facts so they can make up their own set of values intelligently.

398 - Debates of issues illustrate the complexity of the topic.

1557 - A student should emerge from a curriculum with an interrogative attitude to the world around them. They should be interested and informed in world issues and well versed in the analysis and interpretation of such issues.

1342 - Students should come out of the program feeling informed about some issues, and having the ability to inform themselves well about other issues.

253 - It [the new social studies program] should not teach that "politically correct is true." If you claim to be teaching students how to think, rather than what, then don't teach them what to think.

877 - If you have a topic where different people believe in different things, it will get students involved in talks in classes. This would make it [social studies] more interesting.

1191 - The program should discourage students from judging immediately an opinion that may be controversial. It should encourage respect for open debate, democracy, and tolerance.

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Representative Comments from Other Respondents on Item 5

1625 - Issues and questions in the curriculum give teachers a good place to start inquiry with students.

719 - I agree with this proposition, provided that the differing views are fairly presented and provided that the students are not led to endorse particular views.

315 - The program needs to foster critical thinking about issues, not follow the news like a talk show.

1577 - More issues-centred instruction is vital for the development of critical thinking.

Item 6 invited respondents to react to the following proposal: "The new 10–12 Social Studies program should focus mainly on Canadian history and Canadian issues."

Representative Teacher Comments on Item 6

142 - Understanding of international events is essential. The world does not revolve around Canada.

370 - There should be a balance between global and Canadian issues.

143 - Don't do Canada for a whole year in grade 10—this is beaten to death in elementary and junior high. They know the material and it makes it too big of a jump to go to Social 20—European history and global studies—after studying Canada yet again in 10.

1218 - The concept of global citizenship is critical to all of us in our changing world. [The high school program should have] less "Canada" and more "world".

1244 - Be careful of too much Canadian content. There's a much bigger world out there than our little world.

762 - We should look at Canada to a degree; after all, we are Canadians and look at the world from our unique perspective—a Canadian one. But this should not be overdone. Many students are tired of Canada this and Canada that. We live in a global community. We are developing global citizenship, not just Canadian citizenship.

1720 - Si ces thèmes ont déjà été visités au secondaire premier cycle.

1694 - Il faut savoir ce qui se passe ailleur et pas just dans notre trou, car le monde ce n'est pas que le Canada.

1645 - While Canadian issues are a key component, the concept of globalization is extremely important ... Social studies should focus on developing a global perspective. It should also relate this global learning to Canadian concepts.

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1645 - While Canadian issues are a key component, the concept of globalization is extremely important ... Social studies should focus on developing a global perspective. It should also relate this global learning to Canadian concepts.

1282 - Especially in light of the Sept. 11 events, it is important to build into the program the idea of global community. What I mean is: we are all fellow humans regardless of our cultural differences. My experience has been that students tend to think and behave in such a way that they are "right" and other cultures/ethnic groups are inferior—and, therefore, immigration is the cause of Canada's problems, etc.
236 - 10–12 social studies should cover the whole globe rather than just Canada.
127 - The curriculum should not be based on only Canadian issues and events. We, as people need to be able to acknowledge the happenings world-wide.

Representative Student Comments on Item 6

296 - Canadian history has already been beat to death before high school. It's time to move onto something else.
499 - It is important to know about Canadian history, but the program is very repetitive and should maybe focus more on Canada and the World.
1312 - The new 10–12 Social Studies program should focus on Canadian issues, but not mainly.
570 - The social studies program should focus on both Canadian and global issues—not just one or the other.
705 - Social would be great except we've been learning about Canada for the past nine years of our lives.
292 - Canada is NOT the only country in the world and students don't want to learn about it over and over.
1334 - Curricular topics such as Canadian geography and history should be focused on before high school, leaving more time to go in depth with global topics in high school.
577 - Canada is covered extensively in pre-10, so it only needs a little in 10–12.
1709 - On étudie le Canada à chaque année.
309 - It is equally if not more important that we understand the forces driving the whole world, not only Canada.
159 - There should be a balance between Canadian and world content.
338 - Canada has been a part of the curriculum since grade one. It gets tedious and repetitive studying Canada again and again.
623 - A new curriculum should not focus on Canada as much. It should give students insight into other cultures.
540 - We have done way too much Canadian history and most people are sick of it.
619 - I think the curriculum should concentrate on other countries rather than Canada. When we have a solid basic knowledge of Canada, I think it would be in the students' interest to learn something different.
499 - We obviously know about Canada because we have the media; but we don't learn about the world as much as we could.
592 - In elementary and junior high, a lot of time is spent learning about Canada, so in high school other things should be studied too.
535 - No more Canadian topics. We have done it throughout all our years of school and it has been really repetitive covering the same topic every year.
593 - [Canada has been] studied repeatedly already; it is getting redundant.
602 - We should know about more than just Canada. We can't just live in a box! We get bored with Canada, we should learn new things too.
678 - We need to focus on both Canadian and world issues. We need a good variety, or we miss out.
797 - We study enough Canadian history throughout junior high and elementary to last us a lifetime. Many students are ignorant when it comes to world history—other than knowing about France and the French Revolution (this was the most interesting part of all of social studies since the beginning of grade ten).
389 - Canada is all around us. I want to learn about the world.

Representative Comments from Other Respondents on Item 6

702 - I would like to see students coming out of the Social Studies curriculum with an interest in the world around them and not just in Canadian affairs.

1629 - I think that the program should focus on local and global issues—rather than on national Canadian issues. The nation is growing more obsolete (as are national organizations) and smaller (local) and larger (global) units are becoming more relevant.

1623 - I believe it is impossible to successfully focus mainly on Canadian history/issues without a clear understanding of what the "non-Canadian" is. We cannot put the "Canadian" into context. We, therefore, need a balance between Canadian and world issues.

1631 - Canadians need a better idea of what happens in the world. Currently there is a trend of less global coverage on the evening news, because Canadians don't know and don't care about far-away places (plus, they don't know where these places are).

Item 7 invited respondents to react to the following proposal: "The new 10–12 Social Studies program should focus mainly on world history and global issues."

Representative Teacher Comments on Item 7

938 - At the grade 10–12 level, I believe students should become more aware of global issues, world events, and world concerns. They should be made aware of their responsibilities as global citizens.

1244 - World affairs must have more emphasis.

1684 - I appreciate the attempts at world perspectives, especially in Social Studies 20/23 and 30/33.

1645 - We are becoming more and more globalized. We should prepare for this.

765 - A greater emphasis on internationalism and global citizenship might help prepare students for life in the 21st century.

Representative Student Comments on Item 7

1520 - The student should be acutely aware of the immense global forces (political, economic, social, etc.) working around him/her.

262 - Students should be able to interact in other countries without feeling like you know nothing.

520 - Global awareness should be a priority. A student should be knowledgeable about the world.

897 - A switch out of Canadian issues and into world history would hold the interest of the students.

211 - I strongly believe that social studies today should reflect globalization and global interaction.

127 - Knowledge about world issues is what makes the social studies curriculum great.

1551 - Having spent most of junior high learning Canadian history, I feel that it is time to take a look at global issues in high school.

60 - Social studies should be preparing us for the world. It should teach us what we need to know to understand the world today.

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595 - I think the focus of social studies must be our place in society—and for my generation that means being a citizen of the world.
1785 - Mais encore on devrait mettre une certaine enfase sur le Canada.
1081 - People need a global way of thinking that is not ethnocentric or racist.
552 - With globalization, the whole world is important now.

Representative Comments from Other Respondents on Item 7

312 - The students are facing a global economy and need to understand what is going on elsewhere.
702 - I think they should have a broadly-based knowledge of the world as a whole. It should not be too Canadian- or North American-based. They should understand, for instance, that the events of September 11 were to a large extent rooted in North American insensitivity to broader world problems. It seems to me that students get enough Canadian material through the media and that a broader vision needs to be encouraged.

Item 8 invited respondents to react to the following proposal: "Relevant Canadian examples (case studies) should be included in the study of global issues."

Representative Teacher Comments on Item 8

311 - Integrate Canadian studies in the whole three-year high school curriculum.
751 - We need a balance of world and Canadian issues. We are global citizens.
1662 - While Canadian issues are a key component, the concept of globalization is extremely important.
1655 - Students should have a firm grasp of Canadian history (events and themes) and be able to fit that into a global context.
352 - There should be a balance between global and Canadian issues. We would take the historic high school content and spread it out over 3 years, then deal with Canada in each year.
1647 - Students should have a clear understanding of Canada's role in a global village, how this role came into being, and be able to understand how other countries around the world affect Canada … Perhaps the students could focus on Canadian issues throughout their years in high school while still investigating other global issues and events.
1664 - Many similarities exist between the emergence of Canada as a country and the emergence of other nations of the world. The parallels need to be emphasized.
1673 - [Students should] have an appreciation of other Canadian and world cultures. The student should be able to compare his/her culture with those of a global scale.
966 - Students should understand issues not only in their homeland, but those in the global community. By doing this, they are able to see how global issues affect the citizens of Canada.
341 - Issues can and will be examined from a Canadian perspective but students must be encouraged to see issues as "citizens of the world".
1675 - Social studies should focus on developing a global perspective. It should also relate this global learning to Canadian concepts.

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1675 - Social studies should focus on developing a global perspective. It should also relate this global learning to Canadian concepts.

814 - Students should study Canadian history progressively and chronologically K–10. In grades 11 and 12 they should be able to add a Canadian dimension to global issues and history … Canada is a small nation. We can't afford to be insular.

1649 - Canadian issues and history need to be included and referenced in relation to global/international issues, movements and history.

1222 - I think it is critical that students have an understanding of their country—political and economic decision-making, our place in the global community, issues which affect us as Canadians (e.g., multiculturalism, immigration, our place in the UN, etc.). A comparison/contrasting with other countries could be of benefit so that students could relate what they know about Canada to other countries.

Representative Student Comments on Item 8

588 - The study of Canada should span over grades 1–10. Canada is important to study but should be tied into World history. There should be more emphasis on world events and current topics and how they relate to past events.

623 - A new curriculum should not focus on Canada as much. It should give students insight into other cultures.

684 - I think the program should have a basis of Canadian history but we should go in depth about other countries. It is very important to know about the world around you.

855 - There should be a Canadian unit in each high school course until you graduate.

1041 - I think that there needs to be a balance between Canadian and World History.

1018 - Social Studies 30 students should be more concerned about the world and their country from taking social studies.

537 - While we do live in Canada and should learn lots of history about Canada and its growth, I think it would be naive to convey the thought that Canadian issues are most important and relevant to students … By focusing on global communities and world history and relating the themes and events to Canada, students will receive the realization that what happens in the world affects the formation of cultures, practices, and ideologies.

196 - [The new program should examine] more global issues that affect Canada.

1552 - Social studies should deal with overall global history, and its impact and interrelationship with Canadian history.

70 - I agree that we should learn Canadian history, however we should learn a lot of what has happened in the world around us.

1334 - There is no doubt that Canadian material is very important, but it does not need to be repeated over and over again—instead, Canadian examples should be used in global context.

37 - World and Canadian issues should be equally looked at.

629 - Relevant Canadian issues should be related to global issues so the student can relate to the issue.

471 - If Canada didn't play a significant role in something, don't include it.

1127 - A global focus is important, but the program needs to make responsible Canadian citizens. A mixture of Canadian and global studies would give the student a greater knowledge base.

Representative Comments from Other Respondents on Item 8

255 - The new curriculum must include Canadian content and an in-depth study of globalization and the new world order.

403 - While there should be a strong emphasis on Canadian history and issues, these should be dealt with in a global context.

315 - The program should draw comparisons and contrasts between Canadian situations and views and those that are global.
719 - A balance of these two emphases would be beneficial.
957 - Canadian content could be integrated throughout, but not necessarily the main focus.
773 - Canadian examples of global issues help students to see the relevance of these issues and their personal connection to them.
702 - I am pleased that some very hard thought is going into the new Social Studies program. Also, I am heartened that the knee-jerk "let's make it solely Canadian content" seems to be moderated somewhat.

Item 9 invited respondents to react to the following proposal: "Social studies should stress the learning of skills (e.g., research skills, reasoning skills, critical-thinking skills, problem-solving skills) more than the learning of factual content."

Representative Teacher Comments on Item 9

1649 - It's extremely easy to be trapped into content-driven courses. This doesn't serve life-long learning. Skills and attitudes and values do. Teachers need more room to adjust their explorations to meet these goals, not to race to cover content.
846 - I hope this curriculum will cut down mastery of content and focus on the big questions and inquiry. We have all become too guilty of focusing on teaching for the test and not on the big questions.
1926 - To me, knowledge and content is overemphasized in Alberta Social Studies. Education is a life long process—not just a hoop jumping exercise that ends when they [students] pass the final exam. Students should feel that opportunity is there for them to act on their beliefs, not just passively receive information. Too often, I feel that the students are victimized by a content-based curriculum that flies by them like a loaded train. Even though they may pick up some of what flies by, acting on their beliefs requires a much less content-based experience. This would help develop citizen action/participation instead of cramming their brains full.
817 - The new curriculum must not be so content driven. Deal more with concepts and ideas and not just facts.
1191 - There is too much curriculum content in the10–20–30 stream. A very light "glossing over" of major concepts does not give students the chance to develop projects/ideas/essays/skills.
1178 - The days of memorizing the facts, statistics, etc., are over. We need to teach history using art, music, and literature. We need to draw parallels. Presently, students often learn details and do not understand the significance of events.
352 - We should examine big issues: not get bogged down with content burdens.

Representative Student Comments on Item 9

1160 - Social studies is the only course where independent thinking about political issues critical to democracy can be taught; don't waste it on fill-in-the-blank sheets.

315 - The program should draw comparisons and contrasts between Canadian situations and views and those that are global.

719 - A balance of these two emphases would be beneficial.

957 - Canadian content could be integrated throughout, but not necessarily the main focus.

773 - Canadian examples of global issues help students to see the relevance of these issues and their personal connection to them.

702 - I am pleased that some very hard thought is going into the new Social Studies program. Also, I am heartened that the knee-jerk "let's make it solely Canadian content" seems to be moderated somewhat.

Item 9 invited respondents to react to the following proposal: "Social studies should stress the learning of skills (e.g., research skills, reasoning skills, critical-thinking skills, problem-solving skills) more than the learning of factual content."

Representative Teacher Comments on Item 9

1649 - It's extremely easy to be trapped into content-driven courses. This doesn't serve life-long learning. Skills and attitudes and values do. Teachers need more room to adjust their explorations to meet these goals, not to race to cover content.

846 - I hope this curriculum will cut down mastery of content and focus on the big questions and inquiry. We have all become too guilty of focusing on teaching for the test and not on the big questions.

1926 - To me, knowledge and content is overemphasized in Alberta Social Studies. Education is a life long process—not just a hoop jumping exercise that ends when they [students] pass the final exam. Students should feel that opportunity is there for them to act on their beliefs, not just passively receive information. Too often, I feel that the students are victimized by a content-based curriculum that flies by them like a loaded train. Even though they may pick up some of what flies by, acting on their beliefs requires a much less content-based experience. This would help develop citizen action/participation instead of cramming their brains full.

817 - The new curriculum must not be so content driven. Deal more with concepts and ideas and not just facts.

1191 - There is too much curriculum content in the10–20–30 stream. A very light "glossing over" of major concepts does not give students the chance to develop projects/ideas/essays/skills.

1178 - The days of memorizing the facts, statistics, etc., are over. We need to teach history using art, music, and literature. We need to draw parallels. Presently, students often learn details and do not understand the significance of events.

352 - We should examine big issues: not get bogged down with content burdens.

Representative Student Comments on Item 9

1160 - Social studies is the only course where independent thinking about political issues critical to democracy can be taught; don't waste it on fill-in-the-blank sheets.

1517 - Social Studies 10 and 20 (the only courses I have done) are both good courses with relevant and interesting subject matter. They include too much copying from textbooks, however; they are not analytical enough. Success in them seems to be based solely on a students' ability to memorize facts.

503 - We should be developing valuable skills that we can take with us and apply to possible future jobs. In most jobs, you can't apply knowledge of the French Revolution or the Holocaust.

1501 - I find that the majority of the curriculum is based currently on historical and factual knowledge. However, I feel that some students would benefit more if they were given the freedom to develop and explore ideas of their own in addition to the factual demands of the social studies curriculum.

537 - Stressing the development of such skills would be a lot more beneficial to students rather than date memorization. It helps that students are encouraged to develop these skills so that they can use those abilities later on in life.

212 - I think it would be great if the new program could focus more on understanding the past and what motivated people, instead of just learning the events. It will be more helpful in years to come if one could remember why the First World War started instead of when the battle of Verdun happened. This way we can actually learn from past mistakes, thus preventing them from happening again.

32 - All that I seem to learn are hard concrete facts, facts, facts.

488 - Teachers that make you learn by making you read a chapter and quizzing you the next day make social studies boring. Maybe interaction, discussion, involvement should be mandatory. People learn more hands-on, not hunched over a book for half a year.

792 - Researching skills should be taught because, in my experience, I've never learned [them] because the teacher just expects you to know how. World history and Canadian history are important, but for the most part, straight fact memorization of events that happened 200 years ago or further back will not help us in the long run.

583 - From social studies, we should know how to research any topics we are faced with. We should be able to understand what is happening in our world today. These things should be more important than learning definitions and facts that we will never be faced with again.

1511 - We all know who Sir John A. is, let's pick something relevant to study and not test based on memorization.

1515 - In today's information age the internet is a huge source of factual information. Learning skills must be developed rather than memorized. There is no readily available source for obtaining learning skills quickly.

520 - These skills are emphasized in other subjects and should be carried into social studies.

1685 - These skills should help students in the workforce and in everyday life.

Representative Comments from Other Respondents on Item 9

719 - This proposition sounds good, but the danger is that students will not be given enough "factual content" to develop the skills referred to.

1623 - My concern is that the social studies program has become too focused on content and not on a process of exploring and unpacking ideas … The curriculum has been hijacked by a culture of examination/assessment. Teachers and students need to focus on the process (exploring issues and taking positions) rather than content (overwhelming lists of names and dates without context).

806 - Students need not learn by rote. They need to become more process oriented. For example, skills such as: critical thinking, problem-solving, teamwork, creativity, and reaching appropriate conclusions are indispensable skills for students in the 21st century.

1623 - I think that our current "crisis" with the curriculum [stems from] a focus on content and a lack of attention to process.

773 - We need to balance the learning of skills with the learning of factual content.

1490 - These skills are the most practical components of Social Studies, which can be applied to other subjects or situations in an individual's life.

957 - A balanced approach to incorporate both [skill mastery and content mastery] is required.

1581 - [If factual content was reduced,] social studies teachers would be able to teach their students more of the academic skills necessary to achieve success at university, like how to write a research paper, instead of just focusing on how to succeed on the diploma exam.

Item 10 invited respondents to react to the following proposal: "When it examines history, the new Social Studies program should concentrate on historical developments that help students understand today's world and emerging issues."

Representative Teacher Comments on Item 10

782 - I think students see more relevance in studying the world today, how we got here. Discussion and excitement is built on what is current. We seem to lose students when we get bogged down in the history and we forget the issues.

1241 - It is important that the new curriculum be developed with a strong action/effect approach—learners see more relevance when they see what current events or results are based on past actions.

141 - Students like topics they can relate to. [The program] must maintain their attention and make material relevant to them.

1613 - Past explains present. Make social studies relevant!

1677 - Students should understand that knowledge of the past is critical to understanding the present and should be able to apply that knowledge to current world events.

Representative Student Comments on Item 10

548 - While a student should be able to "pick apart" history when necessary, he should be able to understand it from a reasonably broad perspective so as to be able to apply it to today's situation.

593 - Tell us what is relevant. Tell us why we are learning it and how it affects us. Start studying current issues that we face day to day.

509 - The students should know how to apply what they have learned to the modern world.

455 - Tie it all together in relation to the life of students—teach the significance of events in relation to everyday life and choices.

1550 - Social studies students should have a positive attitude towards history. Instead of seeing it as backward and irrelevant, they should see it as an absolute requirement for understanding today's world—and the world of the future.

588 - There should be more emphasis on world events and current topics and how they relate to past events.

540 - Studying Canadian history is important but only if it is relevant to today.

84 - Bring the relevance of everything we have learned to a higher level, while also bringing its enjoyment to a new level.

1541 - [The social studies curriculum should develop] appreciation for past and present, understanding of present and past events, and curiosity about the past and future.

204 - How history has affected the world today is extremely important.

1315 - It is very important to relate history and current events—so students gain a better understanding and can relate to issues.

600 - It's a great program but still needs a few adjustments and changes. If students understood why things were taught then it would be much more purposeful and meaningful.

338 - A course is much more interesting when topics can be tied into real life ... Real life relevance makes the course much more comprehensible.

537 - Comparing current events to historical events and outcomes helps give deeper meaning to social learning (helps students to understand history better).

1339 - We need to know how the past has influenced current events. If we don't know how the past applies to the present/future, there is little point in learning about it.

Representative Comments from Other Respondents on Item 10

1608 - For students to appreciate the value of what they are learning, they must be able to see how/why it is relevant to them. The connections must be made explicit between historical, economic, political and cultural events or ideologies and their own past, present and future lives. Make it fun, interesting and engaging. Start from the questions that students have about the world around them rather than from a fixed notion of a discrete body of knowledge they "should" have.

403 - History should be used to understand the present.

959 - Some emphasis on the root causes of current national and, especially, global challenges should be part of each grade's program.

1633 - Social studies is supposed to help students understand their world and help them live in it. History helps to understand what happened, what is happening, and what might happen.

1631 - The teaching of random facts is irrelevant to students. History should help us understand the world today.

1046 - Students should come to appreciate how knowledge of the past is critical for explaining the present.

Item 11 invited respondents to react to the following proposal: "The new Social Studies program should provide opportunities for the study of current events that are related to curricular outcomes."

Representative Teacher Comments on Item 11

1216 - It is essential that social studies be taught with current events in mind. Students must be knowledgeable about past and present events in order to understand the world in which they live.

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1251 - Teachers are expected to integrate world events into curriculum and capitalize on the "teachable moment." This is nearly impossible when the curriculum is so full. Diploma exams are such that I cannot leave anything out; it might be tested for even relatively insignificant details.

734 - Current events should be an integrated study, not done as separate "days of current events."

1211 - Please allow teachers more flexibility in pursuing areas of expertise, interest and passion. Integrate the importance of content with in-depth analysis that allows students to pursue their interests in a manner suitable to their strengths and abilities.

803 - I love my global issues unit (Social 20/23 Topic B) because I can do more things relevant to my students' lives—so that they can see their role in our world today. It is the one unit that I never hear complaints about workload or interest level.

Representative Student Comments on Item 11

338 - Social studies should focus more on current events; relevance between course material and world events/issues will make the course much more interesting.

598 - Older, less relevant information needs to be taken out to make room for more discussion about new events that have occurred.

620 - There should be more room for current events and guest speakers. The curriculum is too jam-packed.

934 - Spend more time on current events and what's happening with society.

1766 - Developer une attitude questionnante – se poser des questions sur comment est dirrigé un pays et comment il l'était dirriger.

91 - I like the social studies program of 10–20–30. The change I would like to see is to allow for current events. There is so much that has happened in the last few years that is not covered.

288 - We should learn about it [a current event] if we are going to do something about the issue. It is senseless to learn about current issues if we are going to do nothing about them.

533 - I like the way the curriculum is now but I do realize that it is missing quite a bit of recent, relevant information.

37 - If students cannot understand events of today, then we never will truly understand our world.

211 - We should face more on present-day relations and the future—not just the past.

Representative Comments from Other Respondents on Item 11

378 - It is very important to build awareness and interest in current events.

773 - Current events help students see relevance and personal connection.

434 - There should be set outcomes and topics, but freedom for teachers to adapt them to local circumstances.

1590 - History is good, but we need to be moving towards contemporary issues.

1497 - There has been no mention of optional content. Teachers should be allowed enough flexibility in the curriculum to deal with local issues and current events.

Item 12 invited respondents to react to the following proposal: "The new Social Studies program should omit topics that are examined in other high school courses (e.g., environmental education, which is covered in senior high science courses) to allow for more in-depth study of other topics."

Representative Teacher Comments on Item 12

1229 - We are stretched to cover topics as it is. Eliminate any overlap.
1180 - Topic B in Social Studies 20 should be removed. [It has] too much overlap with the Science curriculum.
924 - Consolidate themes or topics such as WWI in one course, as opposed to having a topic repeated throughout high school in other social studies courses—and in other disciplines such as Science.
317 - The #1 thing to improve is: somewhere there needs to be a reduction of content and an avoidance of repetition of Junior High; i.e., Canada, Industrial Revolution, etc.
1246 - Courses are too long already. Omit the overlap.
93 - Too much spiraling. Grade 9 should not be a look alike for grade 12.
803 - As it is set up: Canadian history in grades 8 and 10, Economics in grades 9 and 12. Why are we repeating these courses over and over? No wonder we are beating "a dead horse" and the students are saying, "What is the point?".
145 - Get rid of all of the overlap. It is fine to refer back to something taught before, but to re-teach it is frustrating for all—e.g., World War I in 10, 11, 12.

Representative Student Comments on Item 12

598 - Why waste time learning something twice?
90 - Social Studies 20/23 has many topics already covered in the biology and science programs.
185 - Learning topics that are focused in other classes also may get students to find the class really boring since they already learned it.
877 - I agree with this—unless the way you take it in Social Studies is coming from a different point of view.
821 - The topics should be a little less repeated over the years. The course seems like the same [program] year after year. One year should be nationalism, one should be democracy, etc.
64 - There is no point in learning the same thing in two or more subjects.
321 - Overlap among social courses should also be omitted.
227 - Repetition makes unnecessary boredom.
37 - We don't need to study topics studied in other courses.
453 - Social needs to not be so repetitive.
1763 - Ils devraient toucher brièvement au sujet juste pour pouvoir le comprendre du point de vue social.
732 - There should be less repetition [in the social studies program]. We learn the same thing every second year.
818 - Do not repeat studies of economics and the Industrial Revolution.
491 - The Social Studies program has too much repetition; this is partly what makes it so boring.
1350 - There is too much overlapping in courses already.
1495 - We don't need to learn topics in Social that we learn in other subjects.
275 - I think that courses should not overlap the same information.

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Representative Comments from Other Respondents on Item 12

434 - Be aware of what is taught in other subjects. Eliminate repetition (e.g., Industrial Revolution in 9 & 11, "Canada heavy", etc).
312 - My three children (grades 9, 11, 12) comment that there is too much repetition between years.

Item 13 invited respondents to react to the following proposal: "Students should use both primary and secondary sources to explore historical events and contemporary issues."

Representative Teacher Comments on Item 13

1241 - It is critical that learners develop an appreciation for the difference between primary and secondary sources and the biases that accompany each.
1351 - Students should be able to evaluate sources in terms of bias.
302 - Students should develop skills for primary source/secondary source document retrieval and understanding.
933 - There should be research skill objectives built into the program, including the use of primary documents. It amazes me that students can go through three years of social studies without ever analyzing a document.
1670 - Students should be capable of accessing and synthesizing research culled from primary and secondary resources and appreciate how varying perspectives of events and issues lead to varying historical accounts.
349 - Students should be able to critically examine a variety of sources. They should be able to interpret both written and visual materials.
368 - Analysis of primary/secondary sources should be a major emphasis in the new social studies program.
355 - To come up with solutions to a complex world, you must look from the other guy's perspective.
1272 - I like the idea of greater in depth study through primary source documents. If students are going into post-secondary studies, we may want to provide them opportunities to develop some real post-secondary skills.

Representative Student Comments on Item 13

253 - If by primary you mean looking at actual documentation from the time period under study, definitely—it makes it harder to whitewash. Our current textbooks are undeniably biased and read too far into motives.
1380 - By using both types of sources, students can see topics from many points of view.
10 - Class is more interesting when a variety of sources are used to learn from.
812 - Different sources give different ideas and increase depth of coverage.
571 - Lots of sources could create a problem of differing information—but also give some diverse opinions.
1350 - A variety of perspectives is key to understanding.
1384 - More viewpoints cause you to understand all aspects and sides.
1507 - Factual content should be stressed with leeway and opinion—and more sources should be presented to the students to prevent bias and indoctrination. It is important that there is understanding of history, not just regurgitation of it.

797 - There is too much focus on the textbook and not on finding out more. All year, I have not looked at one newspaper article and have not researched anything on history or current events.
1350 - Textbooks are rather irrelevant and far too over simplified.

Representative Comments from Other Respondents on Item 13

1631 - Primary sources are often very interesting and make history come alive. This will make history more relevant.
631 - [Primary sources should be used] only if they are very accessible, interesting primary sources.
1626 - Students should examine sources with an awareness and understanding of the authors who wrote them.
957- I would like to see more of this [primary source material] in the published [learning and teaching] resources.
830 - Students should have strong research skills and the ability to evaluate and discriminate among different sources.
1047 - History is so vast a subject that it is almost impossible to envisage agreement on which historical methods/procedures should be introduced into the new 10–12 social studies program. A few basic ones would include source criticism. Is the source reliable? What biases can be detected in it, or discovered from external evidence? Can evidence in one source be confirmed or falsified by evidence in another?

Item 14 invited respondents to react to the following proposal: "The new Social Studies program should develop higher-order thinking skills; e.g., critical-thinking, analysis reasoning, problem-solving, synthesis and evaluation skills."

Representative Teacher Comments on Item 14

461 - Important social studies skills include: critical thinking, analytical thinking, the ability to communicate ideas effectively and cogently in written format. There should be a greater focus on analyzing and interpreting visual communications.
993 - We demand a great deal from our students in synthesis, analysis, etc. These critical thinking skills must continue to be part of our objective.
1259 - Students must be able to critically interpret and evaluate the information presented by the media and other sources, including the Net. Critical thinking skills are paramount today as young people are continuously hit with a barrage of information.
784 - The program should foster skills for inquiry, critical thinking, discernment, independent thinking, and media literacy.
711 - Students should become well versed in critical thinking, problem solving, and research techniques. They should become media savvy about both text and electronic sources.
1190 - As a result of the program, students should be able to critically evaluate, critique, and synthesize data.
1173 - At the end of grade twelve, students should have critical thinking ability and the maturity to consider the complexity of diverse perspectives on various issues.

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1279 - There should be much more emphasis on compare and contrast, analysis, and synthesis. This sounds like the old inquiry model but it certainly beats the focus on content I am seeing in too many classes.

Representative Student Comments on Item 14

192 - Students should have problem solving skills and critical thinking skills. They should know how to reason with people.

1160 - The ability to think about politics and history independently and critically is most important.

73 - Students should be able to analyze a situation and know how to handle it so that they can solve the problem appropriately.

198 - We should have the skill to look at both sides of an issue and be able to communicate about the world with ease to others.

836 - Students should be able to analyze an issue and come to an informed decision. They should develop critical thinking and analysis skills. They should be able to apply what they have learned in the real world.

243 - We need to be able to think critically and know how to resolve problems—social and/or other problems—in the best possible way.

244 - They [students] should be able to research, analyze and interpret any social issue that they may need to tackle in life.

325 - A graduate of grade twelve social studies should be capable of: critical thinking, supporting opinions, understanding how propaganda works, connecting history to ideologies and current events, and debating issues.

525 - Students should be able to think critically about topics and make informed decisions. They shall know how to back up their arguments and be able to consider others ideas.

595 - Social studies should teach us to think critically, to be skeptical, and how to live well.

335 - Critical thinking, evaluation skills, analytical thinking, and research skills are all necessary for functioning effectively in our society.

1559 - All students should be able to research a variety of topics using critical and analytical thinking.

475 - I should be able to research and analyze history, but also be able to critique it, especially the decisions made by world leaders.

Representative Comments from Other Respondents on Item 14

719 - They [graduates of grade twelve social studies] should be able to think critically; that is, present informed and rational opinions about complicated issues. They should also know that, when they do not know much about an issue, they should not form a dogmatic opinion about it.

1633 - These skills are very important for active and responsible citizenship. A responsible citizen should question everything!

702 - I endorse strongly the critical-thinking, research, and other skills outlined in question 14.

1199 - Students should be able to deal with our Information Society effectively and critically.

1494 - Students should be able to use critical thinking skills in real-world situations. They should be able to analyze events in their lives and the world.

1497 - A graduate of the social studies program should be able to: effectively defend a point of view in a debate/discussion, establish a thesis and defend a position effectively in writing, critically evaluate media messages, and explain cause and effect relationships.

Item 15 invited respondents to react to the following proposal: "The new Social Studies program should foster creativity; e.g., imagination, resourcefulness, ingenuity, innovation and adaptability."

Representative Teacher Comments on Item 15

1649 - A social studies student should be a divergent thinker, critical thinker, and creative solution finder. He/she should be an active citizen with a value system that is informed.

752 - Critical thinking takes precedence over creative thinking but these are not exclusive. Critical thinking illuminates the problem. Creative thinking provides the solutions. Both are necessary.

Representative Student Comments on Item 15

1545 - At the end of grade 12, students should have a resourceful mentality.

457 - We should be able to interpret the facts and be able to come up with good solutions to new problems by learning about mistakes made in the past.

583 - Because this course has so much information, we do not have the time to learn these very important life skills.

1342 - Being both creative and critical can be good; finding a good balance is most important.

Representative Comments from Other Respondents on Item 15

1634 - The program should help students develop the ability to solve problems with creativity and imagination.

Item 16 invited respondents to react to the following proposal: "Emphasis should be placed on the development of social participation skills (e.g., teamwork skills, communication skills, conflict resolution skills) in the new Social Studies program."

Representative Teacher Comments on Item 16

1684 - Education is a life-long process—not just a hoop-jumping exercise that ends when they pass the final exam. Students should feel that opportunity is there for them to act on their beliefs—not just passively receive information. Too often, I feel that the students are victimized by a content-based curriculum that flies by them like a loaded train. They may pick up some of what flies by. Acting on their beliefs requires a much less content-based experience that would help develop citizen action/participation instead of cramming their brains full.

1171 - It is essential for people to feel that, as individuals, we have the skills to make a difference in the community.

1178 - We should promote social action and citizenship participation.

973 - By grade twelve, students should be able to function very well within a group setting.

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1178 - We should promote social action and citizenship participation.

973 - By grade twelve, students should be able to function very well within a group setting.

1167 - Cooperative learning should be emphasized in the program. The student must develop the ability to reach an objective via negotiation, compromise, and consensus.

1179 - Students should develop skills for discourse/discussion so that they can participate in public forums such as town hall meetings.

Representative Student Comments on Item 16

1539 - Allow more time for presenting things to class and for student-to-student teaching.

1461 - Students should not have a negative attitude (or a feeling of boredom) towards society. They should actively participate.

542 - Students should develop good teamwork skills and communication skills.

732 - Social studies should encourage more community involvement; e.g., volunteering.

167 - Important social studies skills include being able to communicate with other individuals and being able to express your opinion effectively.

194 - There should be more group and partner work on projects, worksheets, and activities. Some learn more and easily when they are with someone else.

460 - Important social studies skills include communication skills, teamwork skills, conflict resolution skills and public speaking skills.

1888 - We should have the skill to all stick together and get along and work as one.

261 - A graduating student should have people skills. They should know how to interact and adapt to new surroundings.

570 - After twelve years of social studies, a student should be able to work well with others in different settings.

583 - Because the curriculum is so packed full of information, we do not have enough time to practice important learning skills; we only have time to learn the facts.

173 - I think that students should be more active. More group work is needed. The social program at the moment is quite boring.

574 - In the program, a student should develop social skills and learn how to be an active member of society.

1534 - Students should be able to present to a group and participate in class discussions.

298 - Students should become better citizens as a result of this class.

1160 - Students should feel democracy depends on their participation and their exercise and defense of their rights.

43 - Graduates of high school social studies should be able to be reasonable in public relations.

Representative Comments from Other Respondents on Item 16

1615 - The basis for the survival of democracy is a knowledgeable and participatory citizenry. Social participation skills are a necessary foundation for democracy and must be learned.

1616 - Social studies students should develop a respect for differing opinions, a willingness to work with others, and a willingness to take action to improve some aspect of society they do not like.

1640 - The new program should encourage more teamwork skills, open-mindedness, and the willingness to work in groups and do discovery learning.

1622 - Activism—teaching students that they have a voice in our society and how to use it—needs to become a focus.

860 - Especially in grades 10 and 11, students should have a project that allows them to participate in some cause/activity in the community. It would give them a chance to see how groups work/don't work, and how the media doesn't always present "truth" as different people see it!

845 - [Students should learn] that each individual is responsible for creating and shaping a society which will understand and respect the diverse nature of the people of Canada. [They should understand that] we are part of a global community, and that the individual can impact (and be impacted) by the political and economic decisions of the global community.

Item 17 invited respondents to react to the following proposal: "Students should understand why historical events have been interpreted in different ways."

Representative Teacher Comments on Item 17

785 - Students need to be able to evaluate the reliability of differing sources of information.

1926 - I would recommend that students understand that there are a variety of perspectives on any topic they study. Too often, I think that students receive the "party line" and the danger is propagandizing education. For example, if covering the Cold War, give the Soviet point of view equal time.

734 - Students should understand the underlying values and biases related to differing perspectives on issues.

1653 - Students should develop the ability to identify and give reasons for multiple perspectives.

1677 - This understanding is of particular significance for comprehending Aboriginal issues.

1654 - Social studies should promote the understanding that history is an interpretation.

765 - The inclusion of aboriginal and francophone perspectives is a major step in the right direction.

1190 - History (e.g., Canadian History) should be seen through the eyes of a minority (e.g., Natives).

711 - Students should have an awareness of the interpretive nature of social sciences and where cultural bias can pop up.

Representative Student Comments on Item 17

303 - Interpretations of history and current events are very important. Students should be able to question and critically think about current events and why they happen.

1350 - Textbooks are far too oversimplified.

1554 - Students should go in depth on most topics. Different points of view should be discussed—such as women's, French Canadians', Native Americans', etc…

1160 - Students should be encouraged to form their own opinions based on the facts rather then being taught a specific interpretation.

1157 - It is important that the social studies program help students achieve an open-minded attitude. Even if students take sides in different issues it is important that they realize the whole picture to make educated decisions.

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1149 - Students should be able to understand and comment on point of views about key historical events.
1150 - Students should learn different sides and perspectives to issues which are important.
1936 - [Students should understand that] history's in the author's eyes and that the victorious side writes history books.
1571 - [The program should] provide historical perspectives and different interpretations of the same event throughout history.
1350 - An ability to differentiate between perspectives on historical and modern events is important.

Representative Comments from Other Respondents on Item 17

1046 - They [students] should come to understand the malleable nature of history (the view of history as discourse—not a "correct" version of the past that we shall eventually reach).
1681 - Students should be able to understand how opposing interests can each have valid points of view. They should be able to evaluate arguments so that they can form their own viewpoints.
860 - Students should have exposure to historical case studies of the role "little people" have played in developing society. The "great men" approach does not encourage higher levels of participation in social processes.
1047 - Students must understand that history is not a sequence of "facts" or dates or names, but a series of interpretations and arguments about those interpretations; that evidence from the past (primary sources) is constantly being discovered, interpreted and re-interpreted in scholarly literature (books and journals) today; this happens in relation to the burning questions of the day and the answers to them that scholars think they might be able to find in the past.
305 - Students should have an open understanding of topics—and understand that what our society tells us isn't always true or correct.

Item 18 invited respondents to react to the following proposal: "Students should learn how to critically evaluate interpretations of history and current events."

Representative Teacher Comments on Item 18

1216 - They [students] must possess the ability to critically assess resources and form conclusions or arguments from the material studied.
1670 - Students should evaluate the role of the mass media as not only reflecting public opinion, but shaping it. Students should consider factors such as these when evaluating the reliability of a resource. Emphasis should be placed on the internet as a source of research and the skills needed to properly evaluate the validity of sources.
307 - Develop [learning and teaching] resources that promote skill development.
1179 - Document analysis and interpretation skills are essential.
1218 - Students should develop the ability to detect propaganda and other persuasive techniques in what they see, hear and read (especially in information encountered in the mass media or on the Internet).
824 - A student who is an active responsible citizen should be a "questioner"—questioning what he/she sees, hears and reads. He/she should be willing to search for answers and truths beyond what is served up by the media.

Representative Student Comments on Item 18

854 - Focus less on materials being presented as being the "ultimate truth" but provide strong foundation so that students can critically examine issues and being able to argue a point based on topic and historical information.

475 - I should be able to research and analyze history, but also be able to critique it, especially the decisions made by world leaders.

150 - Students should have the skills to think for themselves when it comes to the different ideologies and historical events.

454 - Grade twelve graduates should be able to apply knowledge when voting, buying, etc. They should be skeptical of the information they are fed. Are we fed what the government wants us to be fed? Issues should be looked at from different points of view.

524 - [Students should] be able to think critically and form opinions about events both now and in history. [They should] understand the political world.

1127 - Students should develop the ability to critically examine an issue and form their own opinions. Being media-savvy is very important. So is being able to critically examine reporting that is often biased.

524 - Facts are important but one should also be able to analyze history and events with one's own mind.

1539 - A student should be able to determine bias (including media bias) and conduct in-depth, specific research.

Representative Comments from Other Respondents on Item 18

1608 - First and foremost, students should develop the ability to think critically. They should be able/willing to step back from the taken-for-granted and understand the historical-cultural contextualization of their beliefs, values, behaviours, senses of self, etc.

845 - [Students should learn] to evaluate sources of information—i.e., media literacy.

421 - Somewhere, there needs to be a unit focusing upon dissecting propaganda of state-driven media—perhaps within the development of critical thinking skills and synthesis of data.

860 - I think it is important to conduct a specific analysis of the role information systems (media, internet) play is the evolution of public opinion and political action. When a "country at war" can shut down public debate about changes to freedoms/rights, or when corporate agendas are presented as being of greater worth than people, or when students do not see how lifestyle advertising affects their expectations for work/relationships, students must have some specific tools to analyse what is happening.

Item 19 invited respondents to react to the following proposal: "Students should develop inquiry skills; i.e., they should be able to research topics and issues, evaluate evidence, reach appropriate conclusions and argue for a point of view."

Representative Teacher Comments on Item 19

449 - A student should be able to access information through a variety of means, e.g., the internet. He/she should be able to write a position paper.

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Representative Teacher Comments on Item 19

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98 - High school students should be able to write a research paper.
734 - Be sure to lessen the workload so there is time for library/internet research.
760 - Encourage Social 30 students to do advanced research using journals.
106 - There should be a focus on information gathering and critical assessment of the information.
144 - Students should be able to state and defend an idea/thought related to social studies. They should be able to critique other ideas as well as their own. They should be able to summarize ideas and to recognize and judge bias.
145 - Grade twelve graduates should have the ability to research information and to find answers to questions. They should be able to question/evaluate opposing views and make their own opinions. They should be able to communicate their opinions orally and in writing.
1434 - Essential social studies skills include skills for researching, defending an argument (written/oral), critical viewing/reading/thinking, and analyzing primary documents.

Representative Student Comments on Item 19

1112 - Inquiry skills and other forms of critical thinking are very important. They will prove to be extremely useful in the workplace—no matter where one chooses to work.
32 - Students should be able to find information quickly while doing research.
17 - Students should know how to research certain topics and interpret materials.
66 - The new program should foster more-developed writing skills, analyzing skills, and research skills.
1501 - By grade twelve, social studies students should be able to research a topic and various viewpoints on it, formulate their own position, defend that position and present their defense in a clear, unique manner.
80 - Students should acquire good writing skills and the ability to understand different writing styles.
91 - They [students exiting the social studies program] should have good research skills and be able to develop a report on any social studies issue.
108 - They should be able to write a good opinion paper and be able to argue their point of view.
112 - Students learn how to write an argumentative/position paper, how to use the Internet for research, how to use encyclopedias, and how to do bibliographies.
196 - Essay writing and research skills are essential.
244 - They [grade twelve graduates of the program] should be able to research, analyze, and interpret any social like issue that they may need to tackle in life.
277 - They should be able to find information that isn't just given to them.
1520 - At the end of Social 30, the student should be a proficient writer. He/she should be able to convey ideas logically, sequentially, and in a language capable of conveying the full intended purpose. He/she should be able to critically analyze data and arguments and arrive at a well-informed conclusion.
1534 - Students should be able to analyze articles, interpret sources, research topics, respond to D.B.Qs [document-based questions], and write position papers.
298 - Students should be able to debate and write a well-written, persuasive position paper.
420 - Program grads should have good writing skills, good research skills, good note taking skills, and good summarizing skills.
507 - They should be able to research topics thoroughly and have a stand on issues and be able to argue that point of view.

Representative Comments from Other Respondents on Item 19

1608 - Students should have the ability to design and undertake research that involves not just the collecting and reporting of information but also the independent, creative and critical analysis of it. So, they should be able to take and defend a position rather than just report on the position taken by others.

634 - The Social Studies program should foster critical thinking and research abilities BEYOND use of the Internet and Microsoft Encarta; students should develop the ability to write correct English and to write essays.

1165 - It depends. This idea of "arguing" can promote the use of rhetoric/sophistry more than rational, thoughtful, dialectical inquiry.

Item 20 invited respondents to react to the following proposal: "Students should be able to comprehend and apply the vocabulary, concepts and methods of the disciplines that constitute social studies; e.g., history, political science, economics, geography, law, anthropology, sociology, psychology."

Representative Teacher Comments on Item 20

846 - History, geography, sociology, economics, psychology, and political science are all equally important disciplines and must all be considered when critically examining an issue.

1670 - The 10–20–30 strand should develop the research methods and practices of social scientists and take an increasing issues-based approach as students' progress through the 10–20–30 levels.

386 - Greater inclusion of geography (physical/human) is required.

1645 - Students should have an understanding of how history, politics and economics interrelate.

1185 - There should be a geography component in each year.

1002 - History, geography, economics and politics are essential elements of social studies.

1142 - There is a far greater need for an emphasis on geography.

1163 - We cannot afford to lose the geography component.

Representative Student Comments on Item 20

439 - The new program should focus more on sociology, psychology, and law.

Representative Comments from Other Respondents on Item 20

766 - One reason why non-historians don't like the "social studies" concept is that there isn't enough attention paid to areas other than history. I hope the six program strands [Time Continuity and Change, Culture and Community, Economics and Resources, The Land: People and Places, Global Connections, and Power, Authority and Decision-Making] will get equal treatment.

1607 - The questions and issues to be investigated need to draw on other disciplines' knowledge (concepts, analytical tools, arguments and evidence) in integrated ways to answer questions of all sorts (pure and applied) whose investigation will help them [students] live with all others and with the Earth in mutually supported ways.

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1615 - Issues should form the base of study but must have a knowledge foundation including history, economics, political science, etc.

1623 - The disciplines (history, political science, anthropology, etc.) should be seen as tools for exploring ideas and issues. It is the process of exploration that should be fostered. Social studies should be a place where students participate in philosophy. Knowledge should be questioned, criticized and expanded.

1165 - Interdisciplinary studies can enhance achievement. Seeing the issue through different disciplines can be valuable.

860 - An issue such as environmental degradation should be examined from the perspective of different disciplines!

APPENDIX 7:
RESPONDENTS' CONTENT THEME SUGGESTIONS (ITEM 45)

Representative Teacher Comments on Item 45

795 - You are missing a "world view of history." The new program should examine the history of Asia, Africa and South America.

972 - The program should look at human rights, social justice, and world geography.

970 - Important topics for inclusion are: social justice, global citizenship, and activism in democracy.

581 - The sociological cause and effect of school violence should be addressed.

1140 - A clear, concise investigation of Canadian political movements and political parties is needed—not just a history of these, but also what their current platforms are.

1117 - Issues of power and marginalization (not only related to race, gender and class) should be examined.

1653 - It's about time we looked at emerging histories (women's, Aboriginal, working-class) as a challenge to our traditional story.

96 - Develop a focus, a vision of a cross-cultural studies unit. We need to teach an understanding to non-Natives and Natives of each other's values and definitions of success.

784 - Target current misapprehensions regarding Aboriginal peoples; e.g., treaties, Indian Act, self-government, residential schools etc. Most students know little, some know nothing; too many have disparaging opinions. There is opportunity now to fix this.

765 - International aboriginal issues should be covered in the new program.

1259 - [The new program should have a] greater focus on multiculturalism and its impact on Canada today; tie multiculturalism to Charter and Constitutional issues as well as world events.

1202 - Basic world geography and Canadian geography is a must to include in a good Social Studies program.

814 - Get away from the Eurocentric approach and acknowledge the Middle East, Asia, etc. Obviously our country has European democratic roots, so it is important to know that history, but bring in other case studies too.

Representative Student Comments on Item 45

768 - I would like to see a world geographic unit.

1367 - We should study individuals who made a difference—e.g., Martin Luther King Jr. or Mother Teresa.

Representative Comments from Other Respondents on Item 45

1608 - The program should start with the stuff students are interested in (youth culture, comparative analysis of teen life across cultures and through time, social construction of adolescence, etc.) and then make the connections to the larger issues.

1827 - World cultures (beliefs, customs, traditions, etc.) have not been listed as a stand-alone topic but other topics allow cultures to be addressed.

1629 - A case study of China should be found in the high school curriculum. Ecological education—deep, mindful ecology—needs to be factored into economics. It should not be treated as a trivial externality.

1573 - Focus on China rather than U.S.S.R., because it is a little more recent and relevant to individuals now.

APPENDIX 8: KNOWLEDGE OUTCOMES RECOMMENDED BY RESPONDENTS (ITEM 46)

The first part of Item 46 invited those surveyed to respond to the following question: "What knowledge should a social studies student have at the end of Grade 12?"

Representative Teacher Responses to First Part of Item 46

1667 - I feel a Social 30 student should be knowledgeable about such topics as globalization, foreign policies, international relations, and political systems in the contemporary world.

1670 - Students should grasp the fundamental themes of nationalism, imperialism, industrialization, and globalization and how these themes are manifested both in Canada's history and world history.

970 - Graduating grade 12 students should know about Canadian history and identity and understand how they fit into the Canadian framework. They should understand how political and economic systems works so they can make informed decisions. Students need to understand what it means to be a Canadian citizen and the responsibility that accompanies that.

1253 - The program should provide graduating students with enough historical knowledge to make informed decisions about issues that they will likely have to deal with—i.e., choosing amongst various political platforms. It should also impart knowledge about how our world currently operates—globalization, disparity, diversity etc.

1255 - The following are essential: understanding of political and economic systems in theory and practice, understanding of the rise of nation states and nationalism, causes and effects of the various forms of nationalism, reasons for and results of international confrontation and cooperation, and reasons for and effects of industrialization and imperialism.

1684 - To me, knowledge and content are overemphasized in Alberta social studies. The only thing that I would recommend is that students understand that there are a variety of perspectives on any topic they study. Too often, I think that students receive the "party line" and the danger is propagandizing education. For example, if covering the Cold War, give the Soviet point of view equal time.

785 - By the end of grade 12, a student should have an understanding of the ideological basis (economic, political, cultural) of our society (Western) and other societies. He/she should also have an understanding of the historical bases of the current state of affairs both nationally and globally.

972 - A grade 12 graduate should know about the most significant historical events of the last 300–400 years—and about factors such as nationalism and imperialism that have driven these events. They should also know about globalization, environmental degradation and social justice. They should understand their role as citizens in the 21st century.

575 - At the end of grade 12, all students should have a good understanding of the history of our country, our province and the local area they live in. They should have a good working knowledge of the events that have taken place in their lifetime and be able to list some of the basic causes and effects of these world events. They must have an understanding of the different political and economic systems man has used/is using and be able to look at both the positive and negative aspects of any of these systems.

Representative Student Responses to First Part of Item 46

298 - A student should have a basic understanding of history. To understand history is to know why things are as they are today. Political systems and ideologies should also be known so that students can understand the wide spectrum of ideas that exist in the world today.

1474 - The program should provide knowledge on how to reach a peaceful resolution to a problem. It should give students good background knowledge on important issues like globalization and parity, as well as analyze current events and what they mean. The program should develop the desire to know more.

198 - The students should have knowledge of the history of the world and how it has affected today's world and the future. They should be open to diversity and different cultures of the world. Students should know about war, politics, economics, and culture.

1342 - A good knowledge of history from 1789 to today is important. But seeing how this history created the modern world is also important. Knowledge of the world, not just Europe and North America, is important too.

196 - A grade twelve graduate should understand the basics of democracy, economics, and dictatorships—but more importantly, he/she should know how to take information and apply it to our world today.

104 - They [graduates of grade 12 social studies] should know about Canada, our history, up-to-date world issues, the economy, different forms of government, and world history.

190 - At the end of grade 12, students should know about Canadian history as well as global history and why certain things happened. They should also know about different systems of government so they can understand what is going on in the world.

295 - Students should have a strong knowledge of history, especially of the 20th century. They should also know about the economic and political systems of Canada and, most importantly, why these systems are in place and how they work.

524 - [Grade twelve graduates] should know world history and be able to trace modern day events and ideas through history. [They should] know what made and makes Canada as it was and is. [They should] know the basics of governmental systems, but know Canada's system more in depth. [They should] understand why things are as they are today.

836 - Since this [grade twelve social studies] may be the last course we take, we should be able to know how the government works, so we are informed on government issues. We should have knowledge of how other political systems function, so we can understand what is happening.

980 - Each student should have an understanding of the world around him/her as well as of the past. He/she should also understand how to possibly prevent what happened in the past from happening again.

1380 - A student finishing the program should have an understanding of past history —ideas that worked and ones that didn't—and how history creates today's society. Knowledge of current events and understanding of the global community are important too.

1381 - Students should know about the history of the world, what has occurred during the past 100 years, how historical events have affected our lives today, and how past issues are related to problems occurring today.

1447 - We should understand what kind of society we live in and what it's like around the world. Instead of just memorizing events and dates, we should know more of why it happened and what it was like.

1509 - Grade twelve students should have a basic knowledge of world history and of the major events that have shaped our world. They should have a good understanding of political systems. They should understand how and why our world operates the way it does now.

1520 - The program should provide an in-depth knowledge and understanding of how the world today came to be and where it is going. Heavy emphasis should be placed on history and the political/social/ideological implications of it.

Representative Responses to First Part of Item 46 from Other Respondents

305 - The program should develop students' understandings of pros and cons of globalization. It should also critically examine foreign policies, international relations, the media, and technology.

255 - Globalization and the issues that arise from the movement cannot be stressed enough in today's study of the world!

1608 - Students should know about the interconnections between ideologies and social structure; e.g., political, religious and other ideologies in practice. They should examine aboriginal history, the history of colonialism, the differences between women's and men's history, and the history of social movements.

1681 - Students should understand the events and ideas that have led to present-day Canada being the way it is. They should also understand the historical forces that underlie the global issues and problems we all face.

1615 - Grade 12 graduates should have knowledge of economic and political systems, their origins, their development, and their impact on the world in the 20th and 21st centuries. They should have knowledge of the world and of how nations have interacted and continue to interact in it.

1631 - By the end of grade 12, students should have a reasonable grasp of globalization and its impact on various regions of the world, including Canada.

634 - Students leaving grade twelve social studies should know about Europe, including a Plato-to-NATO-historical overview of the CENTRAL culture in the make-up of Western culture. They should also study at least one non-Western culture in historical and contemporary perspective. In addition, a world-wide perspective on indigenous peoples should be provided by the program.

1199 - Women's examples should be embedded in the curriculum to reflect the position of women as 50% of the population.

1631 - I think the world economy is moving in different directions with trade agreements, economic unions, and hugely powerful transnational corporations. I think the curriculum needs to reflect these wider realities that affect us all in deep ways—rather than examining capitalism versus communism.

1046 - Students should examine: 1) How world religions and cultures developed; 2) the rise of nationalism; 3) the rise of democracy as just one of many political systems; 4) the technological and economic development of the world; and 5) gender and class relations.

1048 - Some key concepts that should be examined in the new 10–12 Social Studies program are: democracy, nationalism, globalization, anarchism and fascism.

APPENDIX 9:
SKILL OUTCOMES RECOMMENDED BY RESPONDENTS (ITEM 46)

The second part of Item 46 asked, "What skills should a social studies student have at the end of Grade 12?"

Representative Teacher Responses to Second Part of Item 46

332 - The program should foster the skills necessary for expository, narrative, and persuasive writing. Students should be able to read for information, argue, gather evidence, conduct multiple-resource research/analysis, and perform value analysis. They should have requisite skills for group problem-solving/ interaction/communication.

734 - Students should be able to read, comprehend, write, speak, and debate at a mature, fluent, effective level.

461 - Essential skills include critical thinking, analytical thinking, and communicating ideas effectively and cogently in written format. In the new program, there should be a greater focus on analyzing and interpreting visual communications as they pertain to content and communication of those ideas.

1673 - Students should be able to infer and predict, interpret, read charts, scales, etc.

1241 - A graduate of high school social studies should demonstrate the ability to access, compile, and organize information from a variety of sources. He/she should be able to analyze this information for associated biases and points of view. He/she should be able to synthesize an opinion supported(able) by research/evidence. The student should be able to decide on appropriate course of action. He/she should be able to present findings and opinions, using a variety of media (written, multi-media, video, etc.).

1653 - Students should develop the ability to be active social agents.

1662 - Graduates of the program should be able to analyze, synthesize, extrapolate, and debate.

1218 - All of the following are important skills: the ability to defend views both orally and in print with relevant facts, the ability to detect propaganda and other persuasive techniques in what they see, hear, and read (especially in mass media and on the Internet), and the ability to locate and evaluate necessary information.

1684 - At the end of grade twelve a social studies student should have skills for analysis, synthesis, evaluation, comparison-contrast, imagination, inquiry/research skills, group work skills, re-presenting information in another form, public speaking, essay writing of various forms, critical thinking, problem solving, and forming informed opinions.

498 - Graduates of the Social 30 program should have the ability to successfully move into first year college or university.

Representative Student Responses to Second Part of Item 46

13 - Students should have analysis, interpretation, critical thinking, and problem solving skills.

20 - Students need to come out of Social 30 with more problem solving and critical thinking skills.

15 - A grade twelve graduate should be able to adapt and function in a democratic society.

33 - A student should be able to form educated opinions after seeing other sides of an issue.

197 - Grade 12 students should be able to think for themselves. They should have a very wide knowledge of social studies topics and be able to judge what is right and wrong.
36 - The program should develop skills for problem solving, communication, reasoning, and researching.
64 - There are various skills that we need to learn to go through life. Such as working with various groups of people, communication, public speaking and having an opinion.
66 - At the end of grade twelve, students should have well-developed writing, analyzing and researching skills.
104 - They should know how to work in a group or on a team. They should be able to research topics, using more than one method.
150 - Students should have the skills to think for themselves when it comes to the different ideologies and historical events.
152 - The student should leave with the skill of being able to state and support his/her opinion.
171 - They should be able to discern between beliefs of political parties and their effects on society.
1350 - Research skills are crucial but also skills of note-taking and listening to lectures for important content and themes.
437 - We should have good independent work skills in order to be well prepared for college or university.

Representative Responses to Second Part of Item 46 from Other Respondents

752 - At the end of grade 12, a social studies student should have a comfort with cognitive dissonance, confidence in his/her positions/opinions, and a willingness to change positions/opinions. He/she should have a habit of critical thought and reflection—of suspending judgment and searching for more information. The student should have a willingness to learn and an openness to greater perspectives.
1608 - They [students] need to be able to think critically. They must be able/willing to critically examine the attitudes, beliefs, and behaviors that they take for granted.
1632 - The program should develop skills that allow students to assess, differentiate, identify key issues, do library and on-line research, work independently and in groups, critique, argue (debate), analyze, and synthesize. Students should develop the ability to work through a problem and provide possible solutions.
1490 - They should be able to view a situation, identify the problem and find relevant information to suggest an informed/plausible solution.
1631 - Grade 12 graduates should have the ability to detect bias, approach the media with a critical eye, solve problems, read critically, and work effectively with other people.
1615 - A social studies student should develop participatory skills related to the promotion of democratic values. The program should foster skills in critical thinking, problem-solving, analysis, synthesis, and evaluation.
1494 - Students should be able to use critical thinking skills in real world situations. They should be able to analyze events in their lives and the world.
1497 - They should be capable of effectively defending a point of view in a debate/discussion, establishing a thesis, and defending a position effectively in writing. They should be able to critically evaluate media messages and to explain cause-and-effect relationships.
1048 - Essay writing and research is important. Some discussion following the reading of two authors with conflicting points of view would be helpful. Reading and oral presentation skills are important. The logical development of an argument is important.

1045 - Students should develop skills for: thinking historically, considering historical context, understanding historical interpretation, analyzing why things happen, and understanding point of view and perspective.

APPENDIX 10:
ATTITUDE OUTCOMES RECOMMENDED BY RESPONDENTS (ITEM 46)

The third part of Item 46 asked, "What attitudes/attributes should a social studies student have at the end of Grade 12?"

Representative Teacher Responses to Third Part of Item 46

560 - A graduating student should demonstrate tolerance of differences, openness to learning new information and to incorporating new ideas into existing positions, and willingness to hear others—even when it is unpleasant or challenging.

945 - They should value diverse opinions and their role as Canadian and global citizens.

1252 - The graduating student should respect diversity, appreciate democratic ideals, and value basic Canadian values.

1665 - Students should have an appreciation for diversity and the ability to empathize—yet recognize and acknowledge that not all differences are necessarily worthy of acceptance.

811 - Attitudes/attributes worth cultivating are: honesty, tolerance, fairness, willingness to forgive, cooperativeness, kindness, creativity, and a strong sense of self-worth.

966 - We must promote openness to Aboriginal, French and global concerns. We must develop the desire to be a well-rounded global citizen.

771 - The principle goal of responsible citizenship needs to be maintained. The program should develop a positive attitude toward learning and an openness to the humanities.

785 - The program should develop a better understanding of those who think like us and those who do not. The ultimate goals of the program should be the creation of a tolerant individual—an individual who can see/understand/respect different points of view.

817 - The new program should foster tolerance and understanding of others, active and dynamic participation in democratic society, willingness to take responsibility in society for oneself for one's actions, a sense of fairness and justice, personal integrity, and ethical behaviour.

784 - Status quo ethics of consumption and materialism are heavily supported by billions of dollars of advertising. Social Studies may be the only source of a counter-balance exposure to anti-consumption or sharing ethics.

798 - Grade twelve students exiting the program should be able to look at, discuss and make decisions about family, local, regional, national or global issues with a positive objective mind. They should be able to act upon any decision in a responsible, respectful manner.

822 - Important attitude outcomes include empathy for other human beings, appreciation of the multi-sided nature of most issues, respect for the well-considered opinions of others, and a willingness to listen to new ideas.

839 - They should have been educated in such a way that they believe in certain values shared by all Canadians. (The extent to which these students should be indoctrinated is up for debate.) Values cannot be forced upon students, yet at the same time, society expects that Canadian high school graduates will share some of the core values and beliefs of the collective.

1154 - Graduates should leave school with a positive attitude and understanding that they can make a contribution to their community and society.

180 - Students should feel that they have a responsibility to work toward improving the political, social and economic lives of Canadians and all peoples.

1333 - They should be prepared to be active citizens in the post-national context of globalization.

Representative Student Responses to Third Part of Item 46

1127 - A graduating social student should be a responsible citizen.
1557 - A student should emerge from a curriculum with an interrogative attitude to the world around them. They should be interested and informed in world issues and well-versed in the analysis and interpretation of such issues.
103 - They should be open minded to everyone's opinions about the world, and they should understand why these people have these opinions. They should also be patriotic by the time they are done.
902 - Students have to be geared towards ending the destruction of our planet to ensure the people of the future have a place to live.
14 - We should be open to other people's opinions.
531 - Grade 12 students should have a non-racist attitude. Also, because we live in a democracy, every student should know that voting is important and that, as a citizen, they can help make a difference.
30 - Graduates should be open to new situations and policies; they should be able to see more than one side.
1331 - Students should be willing to learn, skeptical, and willing to debate.
298 - Students should become better citizens as a result of this class. Students should be open-minded and see and respect both sides of an issue.
108 - They should have a positive attitude towards their country and be willing to attribute towards it in a constructive way.
263 - The program should encourage the student to be a good citizen who is happy to be in Canada.
520 - Students should appreciate democratic privileges and want to be involved citizens.
1149 - The students should have developed an open mind to new cultures and also an interest in other countries as well in ways of improving their society.
231 - You should not come out thinking that social studies is a useless boring class.
947 - I think that the curriculum should not try to shape students' attitudes but merely show them the facts so they can make up their own set of values intelligently.
1007 - These [values and attitudes] should be determined more by parents and the individual than by the schools. Why is this question even here?

Representative Responses to Third Part of Item 46 from Other Respondents

1681 - [The program should develop] the ability to appreciate that differences are not necessarily bad. At the same time, [it should promote] the understanding that some ideas (e.g., Nazism) are, in fact, worthy of condemnation. That is, not all beliefs and practices are okay.
382 - A social studies student should value diversity and peace. He/she should be able to view something from several points of view. The program should promote the belief that even one person can make a difference.
860 - Students should learn that democracy is worth struggling to maintain, and that apathy is as big a threat as "other" systems of government.
830 - Graduates should demonstrate a willingness to see events from more than one perspective. The program should foster integrity, honesty and the willingness to act on one's convictions.
1620 - Graduates of the social studies program should demonstrate an excitement and enthusiasm about civic responsibility and involvement. They should have the confidence and competence to be participatory members of society.

1631 - Graduates of the program should be willing to vote. They should believe that one individual can change society. They should have an appreciation for working in groups. The student should appreciate the many kinds of Canadians and each one's contribution to the nation.

1632 - The program should cultivate a sense of national identity, a sense of political empowerment, a desire to learn, the desire to participate in the political process, an understanding (tolerance) of other cultures, and a greater sense of self-worth (sense of belonging).

1618 - The program should foster confidence in self and a willingness to raise difficult questions.

1615 - It is important to develop the attitudes espoused by a democratic society—including respect for diversity, responsibility, awareness of the environment, and a respect for others.

APPENDIX 11:
REPRESENTATIVE COMMENTS ON THE STRENGTHS OF THE EXISTING PROGRAM AND THEIR COMPATIBILITY WITH THE NEW VISION (ITEM 47)

Item 47 asked, "Which strengths of the existing curriculum are compatible with the new vision and framework for 10–12 Social Studies?"

Representative Teacher Responses to Item 47

820 - All of the strengths of the existing program are compatible with the new vision. The problem is how to limit the topics to allow an in-depth examination of a theme.
978 - There seems to be a great deal of similarity between the two curriculums.
361 - Which strengths of the existing curriculum are compatible? Nearly all! In fact, how exactly is the "new vision" different or more desirable than the old one?
846 - The inquiry process and critical thinking are at the heart of both.
728 - The citizenship and identity components are compatible. However the perspectives part is a bit different and may be difficult to produce.
737 - Common strengths include a multi-disciplinary focus, an emphasis on Canada and world, and the emphasis on critical thinking and critical analysis.
560 - The current content is a strength—though it does need to be more effectively organized. The values/issues orientation is another strength.
568 - Compatible strengths include: encouraging debate, critical thinking skills, effective communication, and research.
765 - The inclusion of Aboriginal and Francophone perspectives is a major step in the right direction.
1645 - It's time to stop discussing differences [among Canada's peoples] and to focus on [our] similarities.
762 - The old and new vision both stress issue-based learning, critical thinking skills, and decision-making skills.
785 - The current and proposed program both encourage an examination of the pluses and minuses of a variety of points of view.
1680 - We need to be careful about how much content and time is spent on identity and citizenship. Too much may overwhelm or bore the students.
1232 - The issues-related approach of the current program is very compatible.
1611 - It must be realized that we cannot cover everything—no matter how politically correct it may be at a period in time. The focus must be on the important aspects of study—not minor aspects that have not had an effect upon history, economics or thought. Social studies should be "reality" based, not politically-correct-based.
779 - I am fearful that the new curriculum will spend too much time on "political correctness" issues and attitudes.
1218 - Recognition of Aboriginal issues is long overdue at the high school level and I'm glad to see them included.

Representative Student Responses to Item 47

211 - The study of nationalism is compatible and one could most definitely call this a strength. Also the study of Canada and its relationship with the world.
127 - Social studies should not be focused more on citizenship and identity—at least, not to the point that all other knowledge is null.
1557 - Things such as current events and world political/economic understanding should continue to be supported as well as local history, race, religion and sex questions throughout history.

36 - The program we have been studying has really created deterrence for war and discrimination. Students, now more than ever, are aware of the fact that acceptance, rather than violence, is the best way to ensure peace. We know how important peace is.

212 - Some of the strengths that have been expressed in Social Studies 20 and 30 are understanding the way the people thought instead of just learning the facts.

Representative Responses to Item 47 from Other Respondents

1618 - The program vision remains consistent with the previous [existing] program. I like the way the strands [Economics and Resources, Culture and Community, Global Connections, etc.] are laid out with degrees of overlap.

1205 - Current KSAs [knowledge, skill, and attitude objectives] are not that different from the intent of the new program.

255 - The general purpose and rationale of the current curriculum is in line with the new vision. The only area of the current curriculum that needs to be changed to make it compatible with the new vision and framework is to change some of the topics of study to make them more relevant to "today's citizen of Canada the World."

766 - Both the existing program and the new vision are issues-focused.

830 - If the "time, continuity and change" strand is structured primarily vertically and situationally, the opportunity for students to dig deeply into the history behind the issue is greatly enhanced. Find ways to interlock the six strands so the connections become obvious.

702 - The new vision and framework (as outlined on the Program Update) seem admirable in their intentions—I do wonder whether it may be too Canadian based.

860 - The students are exposed to philosophies and history and the analysis of how they have interacted to shape our present. Economics and the structures of government are well represented.

300 - New curriculum looks good with respect to group rights. These groups may have rights but an awareness of responsibilities is also important.

605 - The History of Alberta is indispensable. The history of Canada is no substitute (indispensable though it is as well) for achieving your laudable goals about well-grounded citizenry. Why offer solely a nationalist perspective? Surely the Alberta perspective also deserves honourable status within Alberta's social studies curriculum. I see nothing in the words of backgrounder that suggests this is prepared to include a regional, as well as a national perspective. The backgrounder could be mistaken for something written in Ottawa ...

APPENDIX 12:
REPRESENTATIVE COMMENTS ON THE PROGRAM PURPOSE AND PROGRAM EXPECTATIONS OF THE TWO COURSE SEQUENCES (ITEM 48)

Item 48 asked, "How should program purpose and program expectations (learning outcomes) in Social Studies 13–23–33 differ from those in Social Studies 10–20–30?"

Representative Teacher Responses to Item 48

1434 - Non-academic and academic courses should cover similar content but differ in depth of coverage; i.e., level of reading materials, writing expectations, research expectations. The aim of both levels should be to produce intelligent, effective citizens.

1140 - 13–23–33 should not require as much depth of understanding or expect a comparable competency in written communication.

1218 - We must recognize the differing abilities between each stream—overall purpose should be the same. For instance, all should come away with the understanding of their role as global citizens, while the 13–23–33 students will not have the same ability to critically evaluate and interpret.

1031 - Though both streams should emphasize critical thinking and communication skills, there needs to be focus on developing outcomes in the 13–23–33 stream that emphasize the development of the skills, starting at a more fundamental level than the deeper stream.

942 - In each sequence, the skill set should be specific to the different abilities (learning levels) of the students.

95 - 13–23–33 should be less academic in approach. It should place more emphasis on providing structure, basic skills and knowledge balanced with activities to motivate and inspire learner.

180 - Both programs should concentrate on the basics of responsible citizenship. Relevance to the student's life should be stressed. Program expectations must take into account the difficulties many 13–23–33 students face (e.g., poor reading and writing skills, less than structured home lives, etc.).

326 - Program purpose and expectations should be similar however the level that is to be attained and the methods used should reflect students' abilities.

1012 - Maintain two streams throughout high school.

1255 - Keep content reasonably similar in the two streams for cross-overs and split classes. Allow for more practical skills and ideas on the second stream.

446 - Common ten was a disaster before Social Studies 13 came into being. Why would you want to go back to it?

1668 - The expectations in 13–23–33 should differ only in the reading level of texts and exams—and in the degree of difficulty of assignments and materials. Perhaps also in the number of learning outcomes.

368 - In reality the content remains consistent in both streams. The skills/outcomes area should be the one to be modified.

1034 - I think there should be a choice at the grade ten level or even earlier.

1649 - If we want active and responsible citizens who know who they are—all courses should promote that in a central way. However, some of the content/knowledge could be less dense in 13–23–33.

461 - It is essential to have at least 2 streams to better meet student needs.

1167 - Content should not vary that much, but the emphasis on writing in the 13–23–33 must continue to be encouraged ... basic literacy must be maintained and improved upon.

752 - Both course sequences should be challenging. Social 10–20–30 should allow for broader exploration and deeper analysis. Vocabulary should be more challenging and concepts should be more complex in Social 10–20–30.

1290 - Streaming works, keep two levels.

375 - These two programs should be kept separate, because, if combined, one would have modify in different cases per class. Think of the class sizes presently and then modifying for up to 10 students.

93 - I would keep the streams separate. My kids that struggle in a common grade 9 experience success in Social 13. I don't change what works.

145 - Same content, less depth. All students need this information, but 33s often are overwhelmed by the work.

1133 - 13–23–33 students may want to deal in more concrete issues while 10–20–30 students might choose more abstract issues that they can handle.

765 - Program purpose and general learning outcomes should be similar for both groups. Specific knowledge outcomes should be more comprehensive for Social 10–20–30.

1665 - The 13–23–33 program should continue to place less emphasis on essay writing and on complex or abstract analyses of theory.

737 - I still believe there is a relevant purpose to the general stream—this allows students with lesser abilities to experience success.

366 - Keep 13–23–33 as a more student-friendly Social Studies.

1058 - Definitely do not combine Social Studies 10 and 13 into one Social class at the grade 10 level.

1174 - Regarding 13–23–33: these kids will be voters too; teach them to be the best citizens/voters they can be!

752 - Both should be challenging. Social 10–20–30 should allow for broader exploration/deeper analysis. Vocabulary should be more challenging/concepts should be more complex in Social 10–20–30.

1677 - As you know, the 13–23–33 stream includes every group from those who should be in 10–20–30 to the severely learning disabled. Program outcomes must reflect this reality!

775 - The 13–23–33 stream cannot become more difficult. Many students have a tough time completing Social Studies 33.

715 - Streams should be kept separate. A common grade 10 program should not be implemented. Social 13–23–33 students should examine similar content, but use texts with different reading levels. There should also be lower expectations for writing skills in 13–23–33 stream.

450 - 13–23–33 need a more hands-on approach to the curriculum. More current events, getting them to read a newspaper, get information from Web sites, etc. Therefore, the two levels must be kept separate because the 10–20–30 approach needs to be more theoretical.

96 - A consolidation of 10 and 13 would be a lose–lose situation for students of both levels.

498 - Social 10–20–30 is the more academic stream for students who are obviously headed for university. More academic studies, concepts, principles and philosophy is required here. Social 13–23–33 is more likely for those destined for college, technical school, apprenticeships and the world of work. Skills necessary for these students are more basic skills of citizenship.

1660 - 10–20–30 should be an extension of 13–23–33. It should involve more specific in-depth knowledge and higher skill levels. But content should be similar.

822 - In each sequence, we are dealing with a different type of student with regards to attitudes, focus, and skill levels. A return to one level of instruction for all would be a serious mistake.

484 - Recognize the reality of the type of students in 13–23–33 and then teach them what they need to know to be functional and participatory citizens.

Representative Student Responses to Item 48

35 - I think it is best that we keep 10–20–30 and13–23–33. Some students aren't going to be able to keep up and others will get bored waiting for them.

802 - Keep it the way it is, because not everyone has the same learning level and has the same degree of skills to apply their knowledge.

408 - 13–23–33 students should have less work/homework, easier exams, less reading, and more hands-on projects.

424 - The two course sequences should differ in details of information and depth of skill building.

812 - Skill development should be slightly lower in the 13–23–33 strand, as the students in those courses may have learning problems. The purpose of both strands should be the same.

805 - The 10–20–30 curriculum should be more in-depth and should stress analysis more than the 13–23–33 stream. The 13–23–33 program should not be abolished, as people should be separated by ability. If you abolish 13–23–33, you will have students frustrated because it is too hard, and 10–20–30 students frustrated because it is too easy.

64 - What is taught should be the same but how it is taught is something totally different. Social 13–23–33 should go even more in depth than 10–20–30 social courses.

184 - Yes, they [the two course sequences] should differ, because this would allow students with different learning styles the opportunity to be in a class that suits their needs.

558 - It should stay the way it is, or people will suffer, either by going too slowly, or not understanding material.

572 - Scrap the idea about having all grade 10 social students (10 & 13) together in the same class. This would make it harder for kids to communicate with the teacher (e.g., asking questions in class) and the kids would not be at the same learning level.

337 - I like the separations how they are. I failed Social Studies 20, but now I am getting better marks and understanding things much better [in Social Studies 23].

227 - In 13–23–33, expectations should not be as high for analysis and interpretation skills.

292 - In the 13–23–33 stream, we need special-needs teachers to help students with learning disabilities. High school should be designed for success. If students need more time to learn, give it to them. Expectations of effort and a positive attitude should be constant for all courses.

566 - I think the way it is now is fine. People who aren't strong [in social studies] shouldn't have to struggle through a class.

508 - Make social studies 13–23–33 easier for kids that have trouble with it.

43 - Learn the same stuff, but go in more depth in the 10–20–30 classes. Workloads should be lessened in the 13–23–33 classes.

350 - The course sequences should differ by the way the projects are marked.

27 - The 13–23–33 stream should be for students not pursuing further education.

295 - Social 10–20–30 should be designed to prepare students for university. Its expectations should therefore be very high. 13–23–33 are going to be the last social studies course for most students. Therefore they should educate and prepare students for the real world.

62 - We should have a more in-depth understanding in the 10–20–30 courses. 30 is supposed to be a harder course so we should have to do more than those in the 33 course, like essays and written assignments.

158 - Everyone has different levels of comprehension so I believe these different streams of social studies are important to us students. But Social 30 has a lot more topics to cover and this makes life difficult.

29 - In 13–23–33 there should be less homework and go less in depth than 10–20–30.
32 - People in 10–20–30 want to be there more than others so expectations should be higher.
33 - The methods of teaching should differ based on the needs of the students.
44 - There should be smaller classes in 13–23–33. There should also be more one-on-one with the teacher, less homework, and less reading.
57 - 13–23–33 should have more explaining and be a bit easier because we chose it because we weren't that great at it.
59 - In 13–23–33 the writing expectations should be lower than in 10–20–30.
60 - 13–23–33 is for people who are not strong in social, usually because they can't memorize and interpret, so less of that kinda stuff.
61 - Social 13–23–33 should be expected to learn the same thing but just have a lighter workload.
829 - They should study the same topics, yet not learn them as much in depth and just be tested on the basics.
1004 - They should learn the same things as 10–20–30 level courses. However the reading comprehension should be simplified for better understanding to 13–23–33 level students.
1151 - The 13–23–33 program should not have homework.
1592 - 13–23–33 should have less homework and more time to discuss.

Representative Responses to Item 48 from Other Respondents

1639 - Knowledge objectives should be similar [in 10–20–30 and 13–23–33], as well as the attitudes. Skill development should be the only significant difference.
403 - The purpose [of both course sequences] should be the same; the content could be changed with regard to the quantity of reading materials, reference materials, etc., to cater to the needs of the specific group.
434 - There should not be a common grade 10 course but more chances to move between streams if desired.
830 - The two sequences should only differ in detail and volume of content. 13–23–33 students should still be exposed to all the range of ideas available to the 10–20–30 students. More attention should be paid to different types of instruction to support those with fewer inherent skills.
806 - The Social Studies 13–23–33 learning outcomes should follow 10–20–30 in knowledge, skills attitudes/attributes. It should provide students with the same learning experience, in a less demanding way.
1199 - 13–23–33 reflects two types of student: 1) less able intellectually and academically; and 2) less willing though capable. Any courses like these must take into account both types of students. How will you do this? The current situation of a watered-down 10–20–30 is not effective.
959 - Social Studies 10–20–30 should have a highly academic orientation designed for the minority who are university-bound. Social Studies 13–23–33 should still have rigor and cover the same themes, but in less detail. It should be designed for the majority who need to be active citizens but are not bound for social sciences fields in university.
315 - The higher end program should add the focus on research and critical thinking that supports university level studies.
67 - I say that 13–23–33 should cover the same information but in not as much detail (more time spent on certain topics) and focus more on developing skills rather than knowledge and skills that should be done in 10–20–30.
1615 - The purpose [of the two course sequences] should be similar, but the expectations should be reduced [in 13–23–33]. It must be recognized as an alternative for the students who find the 10–20–30 program too difficult.

305 - The difference between the two streams should be that the 10–20–30 goes into the greater depth and tests more intensely. The topics should be the same though.

334 - Students in 10–20–30 need to be able to succeed at university and therefore need certain academic skills to do so.

1388 - 13–23–33 should focus more on everyday living and impact of the issues. In 10–20–30, there should be more sharing on the issues and more in-depth research and application; it should require more intellectual and conceptualization skills.

1497 - The 2 high school streams (10–20–30 and 13–23–33) should be maintained. The less academic stream is vital for struggling students who need opportunities to be successful.

1682 - The only real difference should be the work involved. The content should be all the same. I will compare this to Math 10 Pure versus Math 10 Applied.

854 - The 13–23–33 stream should focus on studying specific topics to cover the basic, fundamental principles. 10–20–30 should, in addition to fundamentals, allow students far more critical analysis, more group projects and independent projects, and more depth of examination.

1624 - I believe that the streams should not be so separate that transfer cannot occur between streams.

255 - Social Studies 13–23–33 should take a less in-depth look at the issues and make what is covered even more relevant for the average person. As, in most cases, these students may have a hard time finding school interesting. The information covered must be current, relevant, and exciting.

390 - I think that they should learn the same topics but perhaps at different paces.

APPENDIX 13:
RESPONDENTS' GENERAL RECOMMENDATIONS FOR DEVELOPMENT OF THE NEW HIGH SCHOOL SOCIAL STUDIES PROGRAM (ITEM 49)

Item 49 invited respondents to provide general comments and suggestions for curriculum developers.

Representative Teacher Comments on Item 49

1314 - Don't overload the content—especially in a diploma course.

139 - [The curriculum should] provide an explanation of why we study what we study.

734 - Many parts of the Social 30 Program of Studies (Revised 2000) are so open-ended that almost anything can be tested, ergo the teacher is faced with two choices: cover everything you can because it might be on the exam, or tell your kids to cross their fingers because you couldn't cover it in class, yet it might appear on the exam ... Please narrow/limit the focus of the curriculum.

318 - Be clear in the organization of the curriculum. For example, Topic A and B—are they to be given equal treatment? We are told they should be given equal time but no one does it. Don't be vague.

349 - As a new teacher, I would appreciate resources that match the POS [Program of Studies] in terms of knowledge, skills and attitudes. I think that the POS has to explain, not just be a list of outcomes.

973 - Whatever change is implemented, all resources must be in place before any draft is made mandatory.

752 - Text materials must be in place for each course before implementation. Web pages for each course for updates to the text should be available.

824 - Please ask publishers to create "one total text" not for schools to buy two texts for two topics which are $40–65 each. Publish one comprehensive text [for each course].

942 - It is important that the [new] curriculum not imitate the IB or AP curriculums. This is an opportunity to create possibilities to have social studies become a meaningful course for Alberta's students.

1080 - Any revision of the curriculum must take into careful consideration the effects it will have on the many schools teaching IB history. Students enrolled in the IB program provide some of our most outstanding academic successes and if they are to be required to write the Diploma Exam, the IB history syllabus must be taken into account.

1244 - Money must be made available to provide viable resources for students and teachers.

1648 - Each social studies program/course should have skills workbooks accompanying each text; this type of support text would help teachers save valuable time in presenting programs.

1278 - I have heard some wanting to stop using the argumentative essay. This would be a huge mistake in my eyes. It is one of the distinguishing features of an Alberta-educated student. Although it may not be specifically asked for in university, it serves them very well there. My students have consistently excelled using the essay skills developed [through] this particular essay. It may not be easy, but it is a great service we give our students. The students are more than capable of high performance.

1117 - Curriculum should be flexible enough to recognize the unique composition of each class. The students in classes should matter and teachers should be able to pursue students' interests.

734 - Our students are held to a standard that is far higher than that of other provinces. We're all Canadians, but about 50% of the Grade 12 [Social Studies/History] students in British Columbia have an average of 80% or better. In Alberta, only 18% of the students score 80% or better (Edmonton Journal, November 12, 2001)!!! Considering the standards represented by the BC History provincial exam (and those in other subject areas) and our own, the reason for the astronomical averages in BC is clear: we simply expect far more from our kids and reward them with lower grades. As a consequence, Albertans are at a huge disadvantage when it comes to national competitions for scholarships and admissions to universities. Certainly our students appear to be better educated, but the cost is simply too high: crammed periods of instruction, demands for help, no time to teach skills like research (which university-bound students should receive instruction in, but rarely do).

1671 - Alberta Learning should create a social studies website for teachers and students that features on-line activities. It should feature teacher websites to support curriculum topics and a list of approved resources (textbooks, videos, etc.). There should be a message board for Social Studies teachers to share ideas, resources, and lesson plans. It should also provide a list of teacher contacts and a list of organizations to contact for information about curriculum based topics.

450 - Students need to feel like Social Studies is worthwhile. They don't see any value in it. We need to advocate Social Studies to the point that it is as important as Math and Science. We need to let students know that it is important to be informed so they can take action.

543 - Try to offer more social studies courses; [there is] too much scope at present in too few courses.

952 - More teachers need to be involved in the curriculum writing from all parts of Alberta.

1229 - As you progress from a vision to the more specific elements of the 10–12 program of studies continue to request input from all stakeholders.

779 - The one thought I would like to leave off with is that social studies teachers seem to be more stressed and over burdened than ever before. Curriculum changes that reduce material to be covered and provide focus and clarity would be greatly appreciated.

Representative Student Comments on Item 49

596 - If you add to the curriculum, take away as well. Don't let it just build up.

19 - They shouldn't repeat the same stuff every year. Do everything in one year to get it over with and then focus on the next topic. Also there is just too much irrelevant information which takes time away from getting more in depth into other more interesting and important topics.

36 - We are learning things from 25 years ago—which are our most current topics. Bring us up to date.

194 - Create a great curriculum for future high school students by using our input and make it so they like it.

215 - I think the social curriculum is fine just the way it is, but if you come up with a new one that is exciting and interesting as well, then that would be a bonus.

531 - Though they are not fun, position papers are necessary because they get the student thinking. It is almost like speech and debate on paper—and students are able to form their own opinion.

196 - I would appreciate a curriculum that is flexible and adaptable that fits into our world, for example, with the September 11th [World Trade Centre] tragedy, I would like to know why Afghanistan supports such actions or why or what caused them to think the way they do and see how it applies to me. I think it important to know what causes events like that to happen and what we can do about it.

1570 - I just think that, if girls are doing somewhat worse than guys on these [social studies] tests, why not give them something they would all like to learn about—more history about women. It gives inspiration and I think girls feel more free to elaborate on issues like that.

1501 - I find that the majority of the curriculum is based currently on historical and factual knowledge; however I feel that some students would benefit greatly if they were given the freedom to develop and explore ideas of their own in addition to the factual demands of the social studies curriculum.

513 - Social is not the only subject in high school. Despite a student's interest in the subject, there must be limitations/restrictions to allow students to receive a balanced education. The workload in Social 30 is often too great when added to the workload of other courses (especially math and science courses). You want to create a life-long interest in the subject, not kill any interest in it by the end of the semester.

1009 - I really believe that, if you make a mistake by taking social 23 and you want to take 30 next year, you should not have to go back and take 20 over just to get into 30 especially if you do so well in 23. I think that, if you do well enough in Social 23 (with an 80%), you should be able to go into Social 30. This is my problem: I plan on taking Social 30 but I have to take my Social 33 course first; and I'd like to take 30 next semester, but my schedule is too packed. So, chances are, I will have to come back next year after I graduate just to take Social 30. I just want to finish High School and go to college and start something I'm really interested in.

1597 - There should be a smaller curriculum in order to spend more time on important topics or sections that are difficult to understand.

195 - In classes, the teacher should make the curriculum more exciting for the students to learn and understand. Just taking notes off the board or writing in booklets do not always help students learn. Watching long documentaries is very boring.

712 - The teacher makes all the difference. Reinforce to the teachers that they need to talk to the students and not just assign worksheets or give notes.

Representative Comments from Parents/Guardians on Item 49

315 - A moderate reduction in the program's scope allowing better depth on core topics would be beneficial. It would also allow an overall slight reduction in the workload.

329 - I am convinced that Social Studies 30 should be restructured [split in two 5-credit courses] to be fair to the students.

334 - Take current Social 30 course and split it. Alberta students are at a disadvantage—students in other provinces have more choice with regards to satisfying the social studies requirement for graduation. They are at a disadvantage when applying for places at universities, for scholarships, etc. The workload of the current social studies program is too great ... The current workload will also discourage them from pursuing further studies in social studies. This needs to be dealt with now—not in 2007.

382 - Students need to be challenged but the curriculum must not continue to grow with new topics. The necessary knowledge, skills and attitudes can be taught over the three years with fewer "content" topics required. The Social 30 program needs to be comparable ASAP with other provinces so as not to disadvantage our students trying to get into university.

312 - "Curriculum creep" seems to be a significant problem. Waiting to change Social 30 for six years is far too long. I like everything my kids are learning, and I feel that Alberta kids are getting a fine education but are not being compared fairly with other provinces.

1581 - Educating students on our world, developing values of diversity, skills of research, and the ability to represent different points of view is a goal all parents share with Alberta Learning. However, when the standard grows too rapidly and the curriculum is not adjusted, our students' ability to be successful decreases ... Course content should be only enough to teach the skills and attitudes required. Additional content should not continue to grow within only one course. This expands with every major world event, causing increased workload for the students; expectations far exceed those of other provinces like BC ... Alberta students should be expected to perform similarly on diploma exams as other provinces.

313 - Far too much reading for one course. Textbook material packed with information and terminology making reading comprehension difficult for most in this grade level (advanced) is more for adult reading. Textbooks are more like university level texts. Too much information to be covered in such a short time. Parent involvement needed more than usual to help child survive through course. There is a great amount of stress, even for Honour Students. History is understandable but the detailed political economic systems of other countries are too much. Understanding Canada's political economic systems and where they have been fashioned from would be enough.

312 - My three children (grades 9, 11, 12) comment that there is too much repetition between years.

Representative Comments from Other Respondents on Item 49

1616 - I would like to see the rationales for each topic of study explicitly written into the curriculum. Students should be exposed to various perspectives on issues and teachers should not shy away from discussing controversial ideas, historical figures, or events. A teacher's manual should be expanded upon; the current one is not very detailed. The curriculum should be meaningful and relevant to students.

1617 - It would be great to give a curriculum the ability to change as the world does. It is unfair for students to be learning a view of the world stuck in the 1970s.

702 - I should like to see good writing encouraged in social studies. It should not be something left solely to other subjects in the secondary school system.

1624 - It becomes obvious quickly in classrooms that assessment often dictates the curriculum more than the actual program of studies. So, is it possible for the assessment group and the curriculum group to collaborate and thus maintain the integrity of the curriculum?

1490 - There should be a common curriculum in the western provinces. The flow of people between these provinces is huge (especially into B.C. and Alberta). It would make the transition easier. We all live in the same country. If the politics of education were eliminated, these officials would realize that the AB program of studies in 10–12 has nothing to do with Alberta knowledge based items (that is in the elementary grades curriculum) and this. At least the western provinces should have the same curriculum.

1499 - Often the transition between grade 9 and 10 is so great that many students don't have the background for it; i.e., have more critical thinking skills in junior high.

1205 - With the high mobility of students, it is disappointing we cannot arrive at a common curriculum with other provinces.

APPENDIX 14: ABORIGINAL CONSULTATION SESSIONS— REPRESENTATIVE COMMENTS

A representative sampling of comments/recommendations from teachers, students and other participants at Aboriginal consultation sessions is provided below.

Representative Comments from Aboriginal Teachers

1926 - Alberta's Social Studies program is overwhelmingly Eurocentric. Even the sections of the curriculum that deal with world issues—for example, colonialism—approach it from a European perspective. The program does not give a balanced view of history, memories and experiences. There is a clear need to consider Aboriginal perspectives and contributions; for example, the Social 10/13 program does not acknowledge the contributions of men like Pontiac and Tecumseh nor the specific roles played by Aboriginal people in the development of the nation of Canada. In Social 20/23, colonialism is applied only to Africa an Asia. What about North America? A suggested theme for the new curriculum is post-colonialism—which would be a consideration of political, economic, and social conditions of former colonized peoples around the world—to emphasize that this process [colonialism] has not ended; it is still ongoing.

1677 - [The new program should provide an] historical overview of Native cultures in Canada with an emphasis on their diversity. It should deal with oral history, belief systems, and spiritualism. It should focus on issues such as land claims, treaty issues, Aboriginal rights. It should address why Aboriginals and non-Aboriginals view these issues differently. It should provide an historical overview of the relationship between Aboriginal groups and governments.

1678 - Aboriginal issues and topics that should be explored include self-government and the preservation of languages and cultures. There should be inclusion of other Aboriginal peoples of the world.

1680 - The new social studies program should examine self-determination, self-government, and the future of Aboriginals in the "global village."

1684 - [To better meet the needs of Alberta's Aboriginal high school students], there are a few issues that need to be addressed. A start would be topics covered. More genuine Aboriginal perspectives in curricular materials may help Aboriginal students. However the experience of school is a more critical issue. The all-powerful departmental exam demands that teachers and students behave in certain ways. I think that this dehumanizes education and denies the variety of ways to approach a topic. Aboriginal students would benefit from alternative teaching approaches that allow a variety of ways to express comprehension. Maybe a new program could emphasize new teaching approaches.

1926 - [A graduate of the social studies program should have skills for] analysis, synthesis, evaluation, comparison-contrast, imagination, inquiry/research, group work, re-presenting information in another form, public speaking, essay writing of various forms, critical thinking, problem solving, and forming informed opinions.

1653 - The existing curriculum is a strange beast. A history of Europe is a strange thing for [Aboriginal] kids in the North.

Representative Comments from Aboriginal Students

1906 - I like the existing curriculum, but adding Aboriginal history would be a profound contribution to the students of the future.

1898 - I believe strongly that people stereotype Natives greatly. If we bring our culture and show people who we are, I believe that we will be more respected and there'd be less racism towards me, and others.

1874 - We should know our own culture background. We also need to know more about democracy and nationalism.

1912 - I don't really like social studies right now. Maybe I would have a better attitude towards social studies if there was more about Aboriginals.

1907 - I would like for everyone to be able to learn about the Aboriginal forms of government. In "normal" social classes they teach you about levels of government and the different types there are. I would like to know how our form of government would fit into this picture and how it runs.

1932 - [Students should] gain an understanding of how our native people fit into Canada, and how our history impacts the country ... In my social class, my teacher usually ties in native perspectives into our discussion. That always makes the lecture more interesting because we're not only learning about other people but our own culture. We also learn about other nations (e.g., The League of Nations tied in with the Iroquois Confederation). It just goes to show that our native people have just as much history to offer as the others that came over here from overseas. So, it will be a new experience to have Native issues brought into the social studies program.

1927 - They [students exiting grade 12] should have skills that could help them with post-secondary school and the work force—skills that will help them to succeed. Skills that will pay the bills.

1930 - The student should have great improvement with problem solving, critical thinking, analysis and evaluation skills.

1685 - The new social studies program should have equal amounts of Aboriginal and non-Aboriginal history and culture. It should teach the history of Natives and give the students pride in who they are and where they came from. It should focus on what the reserves are like today and how Chief and Council are run. It should examine the conditions we live in and the success we have gotten.

1930 - As an Aboriginal, I am very alienated from the rest of Canada. We learn about all of these other world or local issues, yet I learn very little about Aboriginal issues. Maybe there should be a case study of the history of Aboriginal peoples. There should be at least a little emphasis on Aboriginal issues, customs, culture, and traditions—just to kind of open up peoples' eyes.

1899 - In Social Studies 13–23–33, students should get more help to do better.

1893 - 10–20–30 and 13–23–33 should have different methods of relaying information to students. They [students in both course sequences] should learn about the same things though.

1909 - Like everything else, I hope that these suggestions don't go in one ear and out the other. With more information that we will receive from more Native American knowledge, the more we can come together to help create a brighter and more promising future.

Representative Comments from Other Aboriginal Respondents

1681 - It is difficult for many Aboriginal people to see how the content [of the current social studies program] relates to them. All students should learn more about issues for Aboriginal people, because it will help Aboriginal students to see the linkages between their situation and others. [The new program] should examine more examples about Aboriginal peoples and cultures.

1682 - The content should be more in-depth regarding the Aboriginal peoples (Cree, Inuit, Métis, etc.). The Aboriginal students, as well as the other students, need a clear understanding of the who, where, what, when, and why of the Aboriginal people.

806 - There ought to be a specific theme relating to Aboriginals ... Some suggestions might be: the Residential School experience, governance, colonization, and the Indian Act.

784 - The current curriculum is much too cursory and brief in examining Aboriginal issues. More time is spent on Japanese internment than on all of Aboriginal history (no studies of treaties, etc.).

1831- Students should understand the events and ideas that have lead to present day Canada being the way it is. They should understand the historical forces that underlie the global issues and problems we all face.

1861 - Students should be able to argue both sides of an issue so that they can understand how opposing interests can each have valid points of view. They should be able to evaluate arguments so that they can form their own viewpoints.

1683 - Regarding the Canadian Aboriginal experience [and the incorporation of Aboriginal history in a more universal context], it may be possible to incorporate a specific lived experience in the context of similar and dissimilar global experiences and teach content and context through a comparative analysis; but a caution to be noted is that, in order to engage such a teaching methodology, an instructor would have to be "expertly" knowledgeable about Canadian Aboriginal history and current Canadian Aboriginal lived experience ... If Aboriginal students are currently alienated from the existing educational system because the curricula does not adequately reflect their historical experiences or address the realities of their present daily lives, a Social Studies curricula that submerges their historical and modern contexts into universal contexts that address social and political issues without the specificities of particular traditions and cultures would not likely resolve the issue of Aboriginal student alienation. Although all groups of people live in the global community and it is important to understand diversity, it is important to remember also that groups of people within national, provincial or regional borders may not understand local diversity with regards to economic, political and social disparities.

APPENDIX 15:
FRANCOPHONE CONSULTATION SESSIONS—REPRESENTATIVE COMMENTS

A representative sampling of comments/recommendations from teachers, students and other participants at Francophone consultation sessions is provided below.

Representative Comment from Francophone Teachers

1755 - Il est essentiel que les étudiants connaissent bien l'histoire – en general – du Canada – de l'Ouest. Il y aurait une meilleure compréhension des groupes fondateurs (le trépieds – image de J. R. Saul) si tous comprenaient mieux l'apport des francophones et des autochtones au développement du pays. Il est aussi essentiel pour les francophones, que ces conaissances se traduisent en fierté et en renforcissement de leur identité et de leur appartenance à leur groupe et qu'ils apprennent qu'ils peuvent mieux contribuer au développement de leur environnement quand ces choses sont solidement ancrées.

Representative Comments from Francophone Students

- [Ils devraient savoir que]:
  - Que nous sommes ici depuis longtemps (même avant eux!) et non-seulment au Québec
  - Les heros francophones (et que pour certains Louie Riel n'était pas juste un traître)
  - Les battailles (et non-seulement celui des champs d'abraham)
  - Notre culture/nos ancetres/notre histoire
  - La déportation des acadiens (plus d'emphase)
  - Le fait que nous (en Alberta) ne vont pas disparaître, ou etre assimiler et que le français est vraiment une langue officielle et nous pouvons TOUJOURS le parler et s'exprimer en français n'importe-où!
- [Ils devraient savoir que]:
  - Qu'il y a des Francophones tout par tout au monde. On existe autre place que Quebec et la France…
- Les anglophones devraient apprendre au sujet des francophones.
  - pas tous séparatistes
  - la lois des langues officielles
  - nos droits juridiques, (droit à un procès en français)
  - l'assimilation n'est pas cool.
- Les anglophones devrait connaître que le Canada a deux langues officielles, qui a passer dans la constitution. … Aussi que le Québec n'est pas la seule place ou il y a des francophones, que on est situé partout au Canada, que on est diversifiée.
- [Ils devraient savoir que]:

  Qu'on a souffert depuis qu'on est arrivé au Canada

  Qu'on est pas Québécois, mais franco-Albertains

  Qu'on est pas tout séparatiste.

  Que nous aussi on appartient au Canada, pas seulement les anglophone.

  Que la langue française est important au Canada et que le bilinguismes est important. On devrait toujours avoir droit à notre culture, car eux, ils ont droit. Même si on est une minorité, on devrait être vue et traité comme égale.

Dans les programmes anglophones ont devrait leurs apprendre qu'on a notre propre conseil scholaire. Qu'on ne vient pas tous du Québec. On devrait leurs apprendre au sujet de notre culture, nos traditions (nos danses, nos mets). Il faut qu'ils sachent qu'on est ici et qu'on grandit en population et en dominance, qu'on ne va pas juste disparaître du jour au lendemain.

- [Ils devraient savoir que]:
  Nous ne venons pas tous du Québec et que nous travaillons fort pour garder notre culture.
- [Il faudrait]:
  Leurs faire prendre conscience que nous sommes un peuple fondateur de ce pays.
  Le combat de tout les jours pour notre langue
  Une petite minorité dans un océan d'anglophone
  Nous avons une culture bien à nous
  Nous sommes pas tous Québecois.
- Comme francophone, je crois que les anglophonnes doivent savoir que nous sommes ici. Que nous partageons cette terre avec eux. Et que nous ne somme pas de la France ou du québec mais sommes des dèscendant. Je crois que ils devrait savoir certaine villes et des faits de population francophone dans chaqune. Et comment nous avons pousser et travailler (et continuons) pour avoir ce que nous avons. Non seulement dans le passer mais aussi au présent. Pour qu'ils admire notre grande fierté et nous supporte à travers nos pensée et non nous penser inférieure.
- Je crois que les anglophones devraient savoir d'où on vient et connaître l'histoire et l'importance des francophones au Canada. Ils devraient être sensibilisé à la culture francophone et aux caractéristiques de notre société. Ils devraient savoir qu'il y a des francophones un peu partout au Canada et pas seulement au Québec. Ils devraient être en mesure de mieux nous comprendre et de mieux apprécier la francophonie.
- Il faudrait que les Anglophones sachent plus sur notre culture francophone. Qu'ils sachent qu'il existe d'autre francophone (comme nous) qui ne vivent pas au Québec. ... Ils parlent toujours de fierté canadienne, fierté de vivre dans un pays avec diverse nationalité mais ils ne veulent rien apprendre de nous. C'est pourtant vrai que nos langues officielles sont l'anglais ET le français, n'est-ce pas?
  On existe… dans l'Ouest autant de dans l'Est, et je veux qu'ils le sachent.
- Il faut que les Anglophone save que il y a des francophone dans toute le Canada. Le montré que nous somme égaux et que nous avons les même dans tous le Canada, que les Francophonne veulent pas tous que le Québec se sépare.
- [Ils devraient savoir que]:
  Qu'on n'est pas du Québec – nous sommes pas comme eu. Qu'on a notre propre culture. Qu'on existe. Les anglophones devraient apprendre notre histoire aussi, que les français sont un des peuples fondateurs du Canada.
- [Ils devraient connaître]:
  Les Communauté minoritaire dans l'Ouest :
  Qui ils sont, Ou il vivent, d'où ils viennent.
  - FrancoAlbertain?
  - FrancoColombien?
  - Fransaskoi?

  Les fondateurs des petites communauté comme St-Albert, Legal. Les vielles communauté de l'Alberta.
  St-Albert; Legal, Bonnyville, St-Paul : Plus agés que Edmonton.
  Fondateurs : Père Lacombe; Père Grandin
  - Le Billinguisme devrait avoir une présence beaucoup plus évident dans l'études des anglophones spéciallement en Alberta.

Les Anglophones devraient savoir que les Francophones ont été les premiers à déposer les pieds en Alberta. Donc, ils devraient plus avoir de participation dans tout. Sauf qu'ils doivent d'abord être nombreux pour ça. Si les Anglophones ne remarquent pas les Francophones

- [Ils devraient savoir]:
  [Que] Les francophones ne sont pas seulement des Québecois.
  D'où viennent les francophones (les origines)
  La culture des francophones (les origines)
  La culture des francophones (mode de vie) pour mieux comprendre les francophones.
  Il faut parler des grands personnages qui ont fait des actions pour le Canada et qui sont des Québecois
- Il faudrait enseigner au anglophones les vues des francophones et autochtones sur divers sujet. Comme par exemple, l'histoire de Louis Riel. Il faudrait aussi qu'ils sachent leurs effets sur les cultures francophones et autochtones depuis la colonisation au présent. Ils faudrait qu'ils apprenent la vie d'une minorité dans une province anglophone.
- - Ils doivent savoir notre culture, + notre histoire. Ils devraient savoir que c'était les français qui ont arrivé en Amérique avant les Anglais.
  - Ils devraient connaître que les francophones de l'ouest ne sont pas des « Quebecois ».
  - Notre héritage
  - Ils devraient savoir surtout que les aborigènes étaient aux Canada avant n'importe quel europeen
  - savoir l'histoire des aublas (les prêtres et les autochtones)
  - la raison pourquoi les aborigènes ont certaines privilèges.
  - l'histoire et la culture des autochtones
  - etc....
  - traditions
- Les anglophones devrait savoir ce qui suit.
  Ce n'est pas tout les Quebequois qui sont separatist
  Ce n'est pas tous les francophones qui sont des Quebequois.
  Les 2 langues officiel du Canada sont le FRANÇAIS et l'anglais
  Plusieurs francophones ont fait des choses important dans le monde (sur ce sujet, on (les franco) devrait apprender cela auss, car les seul qui viennent en tête son chrétien et Jaques Plante) Napoléon!
  - Ce n'es pas tout les francophones qui parlent croche en anglais
- [Ils devraient savoir]:
  L'histoir de la France et notre chum supère chouette Napoléon! Y était un p'tit choux avec un gros attitude.
  Le Canada n'apartien pas au anglophones.
  Ont est b'en gentil parce qu'ont partage nos mots – déjà vu, toque, etc....
  Nous avons notre propre histoir.
  Les chemises carroter sont b'en cool, ainsi que la musique folklorique.
- Il faut ré-écrire tout les livres d'histoire; il faudra combiné la version francophone avec la version Anglophone et aussi la version authochtone. Les héros ne seront plus des héros et les criminels ne seront plus des criminels (car chaque histoire a sa propre liste d'héros) Ils seront tous des parties de l'histoire raconté de façon objective (différentes perspectives sur l'histoire) pour que les élèves forment leur propre opinion.

- [Ils devraient savoir que]:
  La langue francophone est un avantage et non un défaux.
  Premièrement, la chose la plus important en tant que francophone c'est notre culture, tradition… notre histoire. Il est très important que les autres (anglophone) reconnaissent notre histoire et tous se dont nous avons vécu au court des derniers siècles. Deuxièmement, j'aimerais qui il aye une plus grosse axant sur les francophones « hors Québec », les anglophones et même les franco du Québec ne semble pas reconnaître qu'il y a des francophone ici dans l'Ouest. Ceci me rend furieuse, lorsque je dit a un anglophone ou un Québécois que je suis française est il « assume » que je vient du Québec.
- Les anglophones devrait connaître que les francophones existes. Ils ne sont pas tous séparatist et ils ne viennent pas tous du Québec. Ils devrait aussi connaître le role des francophones dans l'histoire du Canada et dans la colonisation des prairies.
  Ils devrait aussi connaître le rôle des amerindiens dans la population et l'histoire canadienne. Comment ils ont été persécuté.
- [Ils devraient savoir que]:
  Qu'il y a des francophones partout au pays, et pas seulement au Québec.
  Savoir d'ou on vient (nos ancêtres)
  Connaître plus au sujet de notre cultures et nos traditions

Representative Comment from Other Francophone Respondents

1388 - [The program should deal with] Francophone, Aboriginal, Anglophone, and Multicultural issues in very clear historical and political terms. [It should provide] essential components to understand the country, the world and Francophone Society in Canada. Evaluation should be adapted to predominant cultural components for specific clienteles.

APPENDIX 16:
POST-SECONDARY CONSULTATION SESSIONS—REPRESENTATIVE COMMENTS

A representative sampling of comments/recommendations from post-secondary educators is provided below.

Representative Comments from Post-Secondary Educators

1047 - Historians would like to see beginning students enter university with excellent reading and writing skills. Our students generally begin university with little or no understanding of grammar or style levels. If they cannot write correct, formal English, they cannot succeed in university. This is not an arbitrary imposition of a few old-fashioned profs, it is an international standard that might change over time, but at a glacially slow pace ... Students whose writing skills are poor when they enter university earn lower grades and must waste valuable time acquiring the basic skills that they need to succeed in any social sciences or humanities course ... Students should be able to conduct research in libraries (NOT JUST ON THE INTERNET!) and write sustained, focused formal essays and book reports/reviews. It is truly a waste of time to teach them these skills in first-year university. Most students arrive in university without having done either [a formal essay or a book review].

1049 - They [first-year university students] need to know how to research and write an essay on a subject, without copying (plagiarizing) material from the sources they use. Important skills for success in university include: the ability to research and analyze sources on a particular subject and to write about that subject in a clear, creative and coherent way.

1046 - I think that a good Social Studies program should instill in Albertan students the sense that the world is far too complicated to fit into scientific-like models. Students should come to understand that a broadly trained mind in the social sciences is very useful in understanding the world as it is—and for appreciating one's position within the world.

688 - 10–20–30 courses MUST prepare students for university, even if only a proportion of them will attend. Perhaps fewer students should take 10–20–30 and more should take the 13–23–33 program. There should be no unified [grade ten] program!

713 - The one [13–23–33 course sequence] should allow students to function well in society and the other [10–20–30] should do that AND prepare the student for university.

719 - Developing higher-order thinking skills sounds great, but in the past helping students to develop higher-order thinking skills has meant encouraging them to express opinions about complex issues that they know little about. This tendency should be avoided. Instead, students should learn how to present informed and rational opinions about complicated issues.

702 - Students have to perform individually at the university level. Some work on social participation skills is useful, even necessary, but not at the expense of students being able to stand on their own two feet, so to speak.

1045 - In high school social studies, students should learn to read and write, to find the main point and key themes in a course reading, and to write an essay and a research paper. They should learn what it means to analyze and how to conduct research and not plagiarize.

634 - Graduates of the new social studies program should have basic cultural and historical literacy. They should know about Western European, Canadian and OTHER "parts"—being able to distinguish Rome from Romania and the Reformation from the Reform Party. They should know the main contours of world history—including sequence and "time range".

1608 - Social movements such as feminism, anti-racism, and peace movements should be looked at to see what has been accomplished and to understand the challenges that remain. The program should also examine the concept of "post-feminism"—and the argument popular in the media that feminism is no longer necessary. This flies in the face of objective evidence of social inequalities but is a powerful notion that helps to alienate people/potential students from feminism.

605 - Not solely Canadian but surely a decent amount of Alberta based content is entirely appropriate. Students often, or more typically, nearly always, arrive at college with little or no knowledge about the history, culture, geography, economy, etc., of Alberta. This surely is a priority facet of building citizens for a Provincial Ministry of Learning.

1046 - I would like a strong emphasis on good expression skills, especially writing skills, but also oral presentation skills.

1048 - A first-year university student must be able to read and write well. To read means to understand the argument an author presents. To write means to state a point of view and logically argue its validity.

688 - There should be better textbooks and resources for teachers, many of whom have LIMITED subject knowledge.

1045 - Make it [social studies] relevant to students' lives through talking about Alberta and Canada but also link their concerns to those of others in the world. Don't skip the facts, but make them interesting through autobiographies, novels, films, and primary sources that are lively and engaging.